

**IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS  
AT SMP BOPKRI 1, YOGYAKARTA GRADE VIII, CLASS A IN THE  
ACADEMIC YEAR OF 2012 / 2013**

**A THESIS**

**Presented as a Partial Fulfillment of the Requirements for the Attainment of  
the Degree of *Sarjana Pendidikan* in English Language Education**



**By:**

**Veronica Mustika Heni Permatasari**

**08202244050**

**ENGLISH EDUCATION DEPARTMENT  
LANGUAGE AND ART FACULTY  
YOGYAKARTA STATE UNIVERSITY**

**2013**

**APPROVAL SHEET**

**IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS  
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**A THESIS**



**First Consultant,**

A handwritten signature in black ink, appearing to read "Agus", is written over the First Consultant's name.

**Dr. Agus Widyanoro, M.Pd**  
**NIP 19600308 198502 1 001**

**Second Consultant,**

A handwritten signature in black ink, appearing to read "Nur Hidayanto", is written over the Second Consultant's name.

**Nur Hidayanto Pancoro Setyo Putro, S.Pd.,M.Pd.**  
**NIP. 19821122 200604 1 001**

## RATIFICATION SHEET

### IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS AT SMP BOPKRI 1, YOGYAKARTA GRADE VIII, CLASS A IN THE ACADEMIC YEAR OF 2012 / 2013

#### A THESIS

Accepted by the Board of Examiners of the Faculty of Language and Arts of State University of Yogyakarta on July 26, 2013 and declared to have fulfilled the requirements of the attainment of a *Sarjana Pendidikan* Degree in the English Language Education.

#### Board of Examiners

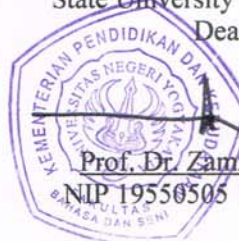
Chairman : Dra. Jamilah, M.Pd.

Secretary : Nur Hidayanto P.S.P., S.Pd., M.Pd.

Examiner I : Dr. Margana, M.Hum., M.A.

Examiner II : Dr. Agus Widyantoro, M.Pd.

Yogyakarta, July 26, 2013  
Faculty of Languages and Arts  
State University of Yogyakarta  
Dean,

  
Prof. Dr. Zamzani, M. Pd.  
NIP. 19550505 198011 1 001

## **PERNYATAAN**

Yang bertanda tangan di bawah ini,

Nama : Veronica Mustika Heni Permatasari

NIM : 08202244050

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi :

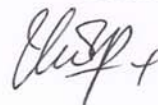
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ACADEMIC YEAR OF 2012 / 2013**

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, July , 2013

Penulis



Veronica Mustika Heni Permatasari

## MOTTOS

Whatever you do, do it well

(Walt Disney)

Nothing is impossible, the word itself says,

“I’m impossible!”

(Audrey Hepburn)

Live as if you were to die tomorrow. Learn as  
if you were to live forever

(Mahatma Gandhi)

Do what you can, with what you have, where  
you are

(Theodore Roosevelt)

## DEDICATIONS

*In the name of Jesus Christ, I dedicate my thesis for:*

*My beloved parents, Praptiasih and Sarno F.X.*

*My best sisters, Maria, and Cicil*

*My beloved boyfriend, Prana*

*My little puppy, Jack*

*All of my family in Yogyakarta*

*And all of my best friends*

*You are my greatest rewards.*

*Thanks for always supporting me and standing by my side.*

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Finally, I realize that this thesis might still need some improvements. However, I hope that this could give some contributions to the practice of English teaching and learning, especially at secondary school level.

Yogyakarta, July 2013



Veronica Mustika Heni Permatasari

NIM. 08202244050



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**Veronica Mustika Heni Permatasari  
NIM. 08202244050**

**ABSTRACT**

The study aims at improving the listening skill of the grade VIII A students of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. The podcasts was chosen as the teaching media in this study.

This study was action research which comprised two cycles. The research was carried out from April to May 2013. It involved the researcher, the collaborator, and the students. The participants of this research were the teacher, the researcher, and 27 students of VIII A class of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the English teacher. It was in the form of field notes and interview transcripts. The quantitative data were taken by assessing the students speaking ability through the pre-test and the post-test.

The finding of the first cycle indicated that the students' listening skill improved along with a lot of listening practices. The result of the second cycle shows that the implementation of podcast improves the students' listening skill, especially their spelling, vocabulary mastery and motivation by providing them a lot of listening activities. It was also found that using the classroom language more often can improve their spelling. The indicators of the success of the implementation were that: (1) the students were familiar with English sounds and spelling; (2) the students were more enthusiastic in doing listening activities; and (3) the students' vocabulary mastery was improved. Furthermore, the findings were also supported by the means of the students' listening score which improved from 70.22 in the pre-test to 76.59 in the post-test.

## **CHAPTER I INTRODUCTION**

### **A. Background of Study**

The English teaching and learning process in junior high schools is aimed at developing the students' competence in English, spoken and written, to achieve the level of functional literacy. Besides, it is also aimed at raising the students' awareness of the nature and importance of English that can improve their nation's competitiveness in the global society. The English teaching and learning process is also aimed at developing the students' understanding of the relationship between language and culture.

The target of teaching and learning English at SMP/MTs is to enable the learners to achieve the functional level to communicate orally and written. To reach the target, the junior high school students have to master the four skills of English. According to many researchers, listening is one of the important skills that should be mastered because it helps students to improve other English skills. In the daily life, people listen more than they read, speak or write. The second grade students of junior high schools have to master the listening skills so that they can understand some instructions from their teacher in the English teaching and learning process and they can finally respond to them well.

However, it is not easy for English teachers to teach the students to reach the primary goal. It can be seen from their scores of their final exam. Many of them failed to meet the minimum standard score. It happens because they are unable to listen to the English text well in the class. When they can listen to the



sentence, they sometimes fail to write what they hear. Some of them even fail to find the main idea and also some supporting ideas or details from the recording.

There were some problems found at SMP Bopkri 1 Yogyakarta in the context of the English teaching and learning listening, especially at grade VIII. For example, the listening class was seldom conducted there, it was just conducted in two or three times in a month. It made the students become unfamiliar with the listening itself and also unfamiliar with listening to the English native speaker. The students then also had a problem in the spelling words. They could not write what they hear correctly. The last problem was that the listening input given by the teacher is rudimentary.

To overcome those problems, it is important for the teacher to find a new strategy in the listening teaching to help the students to be more active in the learning process. There are many kinds of strategies in teaching listening. One of them is using podcasts. The term 'podcast' was first coined in 2004, and it is defined as an internet audio publishing. The audio recording is designed to be downloaded and listened to on a portable MP3 player of any type, or on a personal computer. Different from other audios, podcasts are delivered online automatically via website. Those offers language teachers and students a wide range of possibilities of extra listening practices both inside and outside of the classroom.

Using podcasts is a good way to develop students' listening skill. Podcasts are created by former MTV VJ Adam Curry. Those are a term that was devised as a way to describe the technology used to push audio content from websites down

to consumers of that content, who typically listen to it on their iPod or other audio players that support MP3 at their convenience. It is available on the Website broadly into two types: “radio podcasts” and “independent podcasts.” Radio podcasts are an existing radio program produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). Independent podcasts are a Web-based podcast produced by individuals and organizations. Those are the type of podcasts which has huge potential for ELT because this can fulfill the needs of different learners. Those can be created by learners themselves, and of free and user-friendly sound recording and editing software such as Audacity, and to MP3 players and increasingly the iPod becoming an electronic gadget owned by every teenager. Students are expected to be more interested in having listening class by using podcast. They are also expected to have more opportunities to practice listening, which in turn will make them attend the listening class.

## **B. Identification of the problem**

Based on the researcher’s observation, there were some problems found at SMP Bopkri 1 Yogyakarta in the English teaching and learning process, especially in the teaching of the listening skill. Those problems were divided into two main problems, they were internal and external.

The internal problem was the basic problem that is always found in the listening skill. According to the observation and the interview, the first problem is clustering. The students were not able to listen the whole of sentences in the recording. The second problem is colloquial language. They were difficult to

understand some slang sentences in the recording. The seventh problems is interaction, they were difficult to have discussion with the English teacher.

The external problem that the researcher found in the school was related to the students, the teacher, the media and also the material. The first problem was related to the students. The students had lack of vocabularies, so they did not understand what words they had heard from the teacher. Then the last, they had lack of opportunities to learn listening, so they were not familiar with listening.

The second problem was related to the teacher. The teacher had difficulties to find the listening materials. Sometimes he just used students' worksheet (*Lembar Kerja Siswa*) in the part of the listening section to teach in the laboratory. He had difficulties to find the listening records of native speakers that were suitable to the students, so sometimes he dictated the listening materials to the students.

The third problem was related to the media. SMP Bopkri 1 Yogyakarta had a language laboratory, but it was seldom to use. Besides that, even though they have an LCD in every class, they have no LCD in the language laboratory. The language laboratory was only used for listening section and it was conducted two or three times in a month.

The last problem was related to the material. The listening material that was made by the teacher was sometimes inappropriate, because it was non-native speaker's recording. Some native speaker's recording materials were too difficult to the students. The materials in the language laboratory were also limited.

Sometimes the students was just listening to the song or listening to the part of the listening section from the students' worksheet.

### **C. Limitation of the Problem**

In this research, the researcher collaborated with the English teacher agreed to investigate the media used to teach English to the eighth grade students of SMP Bopkri 1 Yogyakarta, especially to teach listening skill. Due to feasibility of the research, it was almost impossible for the researcher to solve all of problems found at SMP Bopkri 1 Yogyakarta. Therefore, based on the background and identification of the problem, the researcher and the English teacher limited the problem in the study into using podcasts to improve students' listening skill at SMP Bopkri 1 Yogyakarta grade VIII, class A in the academic year of 2012 / 2013.

### **D. Formulation of the Study**

Based on the research background above, this research can be formulated in the following question:

How can the use of podcasts improve students' listening skill in grade VIII A in SMP Bopkri 1 Yogyakarta?

### **E. Research Objective**

The objective of this study is to improve the students' listening skill in grade VIII, class A in SMP Bopkri 1 Yogyakarta by using podcasts.

**F. Significance of the Study**

This research is expected to give some benefits:

1. To other researchers, the result of this research study can be a reference for conducting other research related to this research study.
2. To the English Language Education Department, the result of this research study can encourage other students of the English Language Education to conduct similar research.
3. To the English teachers, this research can give additional knowledge and experience on how to improve the students' listening skill.
4. For the students, it can be a possitive effort to improve their listening skill.

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Description**

#### **1. Listening**

##### **a. The Definition of Listening**

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

Rost (2002:177) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.

Rivers in Hasyuni (2006: 8) states that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that. The process will be successful if we prepare the right dose, as well as listening, we can get the right words if we listen well and know all of the sentences.

From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.

#### **b. The Teaching of Listening**

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be “Language material intended to used for training listening comprehension should never be presented visually first.” Good listening lessons go beyond the main listening task itself with

related activities before and after the listening. It means that the teaching of listening should be beyond the understanding, then the action.

The importance of listening in language learning and teaching demands the language teachers to help their students become effective listeners. (Maria, 1998), for instance, the school establishes one day in a week to use English language, so the students will be familiar with the listening process.

There are some principles of teaching listening skill that should be known by the teacher (Brown, 2007). First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material is in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult words. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

Furthermore, the teachers have to pay attention to the principles in teaching listening. As mentioned above, one of the principles in teaching listening



is that the teacher always asks the students to listen to the purposes of listening. So, he / she can teach listening to the students more effectively if he / she has already known the purposes of listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on its goals.

We can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

### **c. The Teaching of Listening at SMP**

English at SMP is directed to develop some skills so that the graduates are able to communicate in English on a certain level of literacy. Because of that, the teaching and learning process should be appropriate with the purposes. The purposes have already been mentioned in “Standar Kompetensi dan Kompetensi Dasar” (SKKD).

Teaching listening at SMP is one of the most difficult tasks to teach to the teacher. This is because to have successful listening skill, the teacher should spend more times and the teacher should ask the students to practices more. It's frustrating for the students because there are no rules as in a grammar teaching. (Kenneth, 2011). The fact, many students are fault in the listening test because

they are unfamiliar with the section. Listening skill should be balanced with the other language skills so the students will get maximal skills.

An ideal listening class at SMP should thus provide both practice and instruction. The students need practice in listening for meaning and also some instruction about how to do so effectively. Puspita (in Hasyuni 2006: 4) states that a suitable material can make the students want to learn. The material which is suitable with the students has to be interesting, in the right level of students' difficulty, and presented in various activities. In concluding, the teacher is better to know the students' interest in learning listening with some kind of activities. If not, the students will get bored and uninterested in learning anymore. Beside that, the material should be relevant with the students' real life, so they can get the best understanding.

We can conclude that teaching listening in SMP should be appropriate with the purposes. It must be completed with the best materials that are conducted continuously so the students will be familiar with listening task. Beside that, the teacher should prepare some interesting activities so the students will be interesting with the listening.

## **2. Media in Teaching English**

### **a. The Definition of Media**

The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD-

ROM and Internet web sites, which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like radio, TV, video, telephone, fax machines and computers (Terry, 2000). In this modern era, the word media have already been familiar for us in the relation with teaching and learning process.

The same source also mentions that not all media involve technology, of course. Books and newspapers do not conjure up images of technology, although a good deal of technology goes into its creation. It means so many media that we have from many sources.

Media refers to any communication method that conveys information, or that allows interaction between teachers and students. According to Arsyad (2003:15), in teaching and learning activities using the media, the teaching was replaced by terms such as tool of view heard, teaching materials, communication of view heard, educational teaching aids of view, educational technology, teaching aids, and explanatory media. It can be concluded that many things can define the media itself in the context of learning process.

From the definition above, we know that media are grown by technology, and now we can find it in many sources. Media is an important things in teaching and learning process. It can set the level of students' interest with a lesson.

#### **b. Kinds of Media in Teaching Listening**

English teaching media are very important to help the students acquire new concepts of the language skills and language competences. The types of

media for teaching listening can be quite varied. Here are some media based on Siemens and Tittenberger (2009:14):

### **1) Blog**

A blog is a basic web page with posts presented in reverse chronological order. Posts can be retrieved via an RSS reader (such as Google Reader), negating the need to visit the blog.

Google uses its blog to communicate new products or offerings. CNN uses blogs as an alternative news source. NASA has a launch blog. Well known people like Dave Barry, Scott Adams (Dilbert), and Tom Peters use blogs as well. Even the president of Iran has a blog. Blogs figured prominently into the last American president election, providing candidates with another venue to connect with voters.

The simplicity of blogs is deceptive. Blogging enables unique opportunities for educators to improve communication with (and between) learners, increase depth of learning through reflection, and enable the formation of diverse viewpoints and perspectives. Perhaps most importantly, they enable educators to connect with each other.

### **2) Wikis**

Wikis or more broadly, collaborative writing on the web, have captured the interest of business leaders and academics. Well known, and increasingly referenced, is Wikipedia. A wiki is basically a simple web page that anyone can edit. At least that's the standard description or what wikis were when first started. The openness of wikis has encountered the

reality of human behavior (or more precisely - spam). Wikis are chaotic, informal knowledge spaces. Wikis enable individuals to create a collective resource. Whereas blogs enable individual voices, a wiki over-writes individuality.

The messiness of wikis can be intimidating to newcomers. But wikis are not without governance or management. Wikipedia has extensive resources available on how to handle concerns arising from community conflict. Democracy and openness drive actions in this space.

### **3) Social Bookmarking**

Social bookmarking is a way to store and organize bookmarks (favorites) on the web. Having bookmarks on the web means they are accessible from any computer with an internet connection and a browser.

### **4) Podcasts**

Podcasts is the distribution of audio online through RSS. Technology has developed to the point where an educator can record and distribute audio files with only a computer, a microphone, and internet access. Of particular potential in audio is the increased use of different audio tools for easy collaboration (such as Seesmic or Voice Thread).

Podcasts is all the rage right now. This usually consist of an audio file, usually in MP3 format, which is downloaded to an iPod or MP3 player. Now, podcasts may go from 20 minutes to 2 hours, so this type of listening is recommended for advanced students. Most usually sound like pre-

recorded radio shows, with interviews, discussions, or commentaries on recent events, and there are podcasts about any topic you can think of, from hobbies to popular TV shows, sports to technology. The selection process is similar to how you'd choose a video. Make sure it's appropriate for your students in terms of length, content, and level of difficulty.

The added advantage of a podcasts is that it can be downloaded by your students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

### **5) Video**

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses.

While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures - enabling learners to view missed (or not fully understood) lectures at their convenience.

### **6) Games, virtual worlds, and simulations**

Virtual worlds and games are common topics discussion in educational conferences. Most educators have at minimum, indirect

experience with games - whether through conversations with students, the activities of their children, or their own personal use of virtual games.

Virtual games, such as World of Warcraft-generally involve the achievement of a certain goal, such as mastering a game level. Virtual worlds, in contrast, are environments where individuals can interact with each other, but may not necessarily be focused on achieving a particular goal. Traditional video game systems (XBOX and PS3) now offer online gaming as well.

Second Life has received considerable attention from educators over the last several years. SL provides an alternative learning experience to a traditional online course, as learners interact with peers and educators through avatars, explore course material (often in a more interactive manner than only reading text), and express personal learning through visual means.

Simulations are particularly valuable as a learning tool in providing learners with a situated experience that is more cost effective than actually performing the task (such as flying). Simulations can be expensive to design and administer.

### **c. The Advantages of Podcasts**

Podcasts are part of innovative online learning and can serve a number of purposes: to enhance the range and register of English language listening practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc. The podcasts online have given the language teacher a

wealth of materials for teaching listening skills. The added advantage of a podcasts is that it can be downloaded by your students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

Constantine in her journal (2007) covers the subject of podcasts on several levels and deals with the questions of the advantages of podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts are: 1) learners can benefit from global listening, even if they only listen from three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. Podcasts is not just intended for listening. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments.

Podcasts may also accommodate a wide variety of learning strategies for students. While some students learn most effectively by taking notes during a lecture and reviewing these in their own study time, others learn more effectively by active listening, without taking notes (Boulos, Maramba & Wheeler, 2006). It makes them have better skill than the students who are not listen trough podcasts.

According to Constantine's journal (2007), one innovative usage of podcasts is to have a student listen to a podcasts and read along its transcript. Then the student will make a recording of the material on a cassette tape and turn it into the teacher along with a written journal. The teacher then listens to the



student's recording and gives appropriate feedback to the student. This type of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skills.

#### **d. Podcasts in the Teaching of English**

A podcasts is an audio file made available on internet. It is a combination of two words broadcasting (the term used for the transmission of television and radio and iPod (a well known portable media MP3 player developed by Apple computer Inc.) (Anna: 2010). Podcasts has been compared to radio broadcasting because it usually has a single producer (or group of people producing it) and the audio transmission is sent to lots of listeners. What's different about podcasts is that, unlike radio, the person listening doesn't have to listen to it at the time of broadcasting. Instead of a radio transmitter, a podcasts is stored on the web as a digital sound file and this sound file can then be transferred to any computer or digital device, such as an iPod or MP3 player. The listeners can then choose when they listen.

Podcasts do not differ fundamentally from texts spoken on cassettes or CDs. Teachers have always recorded programmes from the radio or the internet onto a cassette or a CD. With podcasts it is just easier. You subscribe to a podcasts and each time an update (a new installment or a new programme) is available it is automatically downloaded to your computer. If you think it is suitable you can keep it, or you just delete it. So you do not have to be at home or program your recorder, it is all done automatically.

A podcasts may be used just to provide motivated students with additional language input. However, if you wish to use them in class you need to spend time on selecting suitable ones and develop tasks and activities to guide your students in the listening process. These often involve activities to mobilize the students' prior knowledge of the subject of the podcasts (pre-listening activity), some while-listening activities and some post-listening activities. For the while-listening activities some true-false questions the students can check while listening also help them to concentrate on the text. In the post-listening stage you can focus on specific vocabulary items and, if available, hand out the transcript.

## **B. Previous Research Finding**

There are some studies related with the use of podcasts in learning listening. The first, a study done by Galina Kavaliauskiene (2008) entitled "Podcasting: A Tool for Improving Listening Skills". The aims of this study are to examine the challenges that students face in listening to various authentic English podcasts and analyze learners' self-assessment data on improving listening skills. The intended outcome of study is to formulate the tips for good practice in perfecting listening skills. The participants in this study are students of different specializations who study English for Specific Purposes at the Faculty of Social Policy, Mykolas Romeris University, Lithuania. The result of that study is there is an opportunity for raising language awareness by employing podcasting which allows learners to carry out homework assignments at their own pace and under non-threatening conditions.

The second study done by Palitha Edirisingha, Chiara Rizzi, Ming Nie and Libby Rothwell (2007) entitled “Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication”. This study is aimed at report’s findings from research into the benefits of integrating podcasts into a first year undergraduate module on English Language and Communication at Kingston University. The study describes the teaching and learning context and how the podcasts were integrated as part of the blended learning delivery. The result of this study is podcasts can be a useful addition to the range of tools available. Data analysis of the study showed that podcasts were successful in supporting students’ preparation for assessed work, providing significant advice on portfolio and presentations.

The third study done by Neil P Morris (2010) was entitled “Podcasts and Mobile Assessment Enhance Student Learning Experience and Academic Performance”. The aim of this study was to combine podcasts of lectures with mobile assessments (completed via SMS on mobile telephones) to assess the effect on examination performance. The trial group was given access to podcasts / mobile formative assessments for lectures on the module. Towards the end of the module, all students on the module completed a ‘mock’ examination on the material in the lectures. The results of this study indicate that providing supporting resources does have a positive impact on student performance.

From those previous studies, this research is different. The research will be conduct to junior high school students grade VIII that have different background with those previous researches. The research also has not to combine between

podcast of lectures with mobile assessments. The treatment does not used as homework. Furthermore, the study of this research is using podcasts to improve students' listening skill.

### **C. Conceptual Framework**

Listening is perhaps the most critical element in language and language learning, for it is the key to speaking, and beyond that, reading and writing. Particularly in the workplace, that skill is used at least three times more than speaking, and four to five times more than reading and writing. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening practice than speaking practice. Listening skill is a complex active skill of interpretation in which listeners matches what they hear and what they have already known.

Considering with the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. Teaching listening means transferring some material by giving the understanding of language system. It is better conducted continuously so that the students are familiar with the material. Teaching listening process in SMP should be appropriate with the purposes. Beside that, the process must be equipped with the right materials so the teaching and learning process will be interesting. The materials are usually equipped with some media to make the teaching and learning process more interesting.

There were some problems found at SMP Bopkri 1 Yogyakarta related to the listening activity. The first problem was the students were seldom conducted

the listening activity in the listening laboratory. Second, they had lack of vocabulary. Third, they had lack of English sound and spelling. To overcome those problems, the English teacher had just used the LKS when conducted the listening activity. He was also use songs to checked students' vocabulary mastering.

Looking those situations, the researcher tried to improve students' listening skill through podcasts. Podcasts is an audio program on the Web which are usually updated at regular intervals. It is easy to find and download in the internet. Sometimes the audio are equipped with the transcript, so it can help students to understand what they hear. Using podcasts in listening section are expected to improve students listening skill.

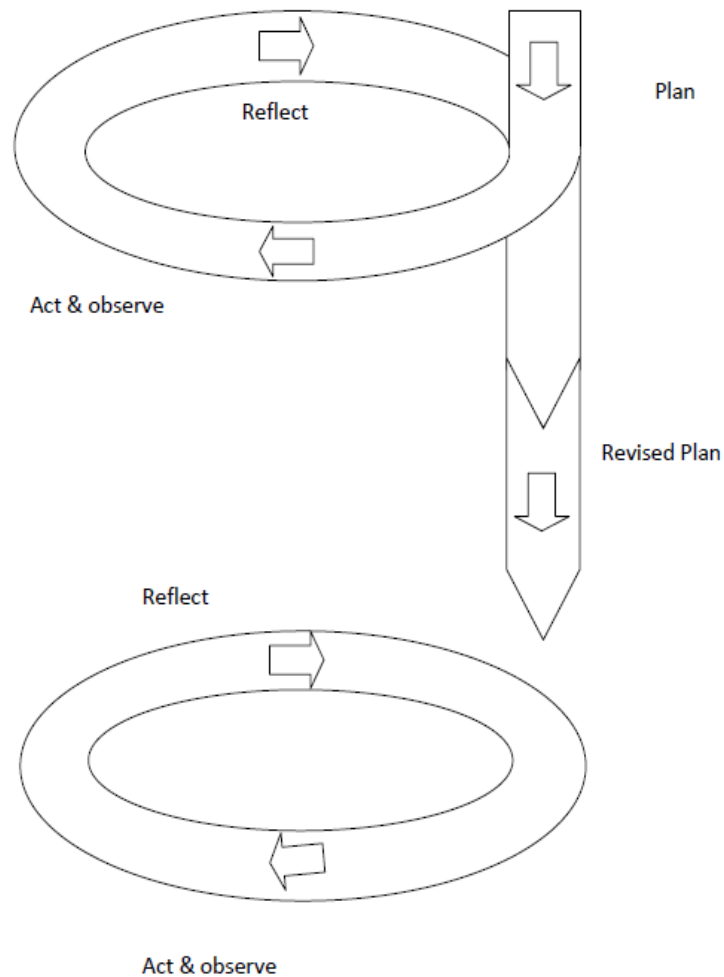
### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter covers the type of research design, setting of the research, subjects of the research, time of the research, instruments of the research, data collecting technique, data analysis technique, procedures of the research, and validity and reliability of the research data.

##### **A. Type of Research**

This research was action research. It aimed to find and implement some actions to improve the listening skills of grade VIII, class A students of SMP Bopkri 1 Yogyakarta. The research procedure was adapted from a model proposed by Kemmis and Mc Taggart in Burns (1999:32) that action research occurs through a dynamic and complementary process, which consists of four essential steps: planning, action, observation, and reflection. The researcher and the other research team members collaboratively found obstacles and weaknesses of the listening learning process, identified some problems, and planned and implemented the proposed actions. After that, the researcher and other research team members made evaluation, reflection and discussion related to the actions implemented.



**Picture 1: The cycle of action research**

(Cyclical AR model based on Kemmis and McTaggart in Burn (1999:33) )

## **B. Setting of the Research**

The setting of the research was at SMP Bopkri 1, Yogyakarta. It is located at Mas Suharto street no 48, Desa Tegalpanggung, Kecamatan Danurejan, Yogyakarta. The school has twelve classes. Each grade is divided into four classes, but in eighth grade it just divided into three classes. The average numbers of students of each class is 27 students. They are from some different social backgrounds. Some are from Danurejan itself, and some others are from different places.

Related to English teaching and learning activities, SMP Bopkri 1 Yogyakarta has two English teachers. The English subject is taught three times a week for 90 minutes for each meeting.

The facilities supporting the English teaching and learning activities in the listening laboratory are a whiteboard, board markers, 18 student tables, 36 student chairs, a teacher table, a teacher chair, 3 air conditioners, 40 headsets, 5 audio speakers, 37 computers and a set of main computer.

### **C. Subjects of the Research**

The subjects of the research were the VIII A grade students of junior high school in SMP Bopkri 1, Yogyakarta in the academic year of 2012 / 2013. There are 27 students on the class. The researcher chose that school because based on the observation, she found some problems related to the listening class activities. She decided to take the data from students of A class randomly, because based on the interview with the English teacher that among three classes had the same quality in mastering listening skill.

### **D. Time of the Research**

The research was conducted in the second semester of the academic year 2012 / 2013. The observation was conducted in March 15<sup>th</sup>, 2013. The research would be conducted in April to May 2013. The study took place according to the class schedule in which the English subject was taught three times a week. The duration was 90 minutes for each meeting.



### **E. Data Collecting Technique and Instrument of the Research**

The data were collected in the form of qualitative and quantitative data. The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and the implementation of the action in the field. The data were in the form of field notes and interview transcript.

Meanwhile, the quantitative data were in the form of students' listening scores. The scores were collected through the listening assessments which were conducted twice in this study. The first was pre-test. It was conducted to know the students' listening proficiency. The second was post-test. It was done to know whether there was a significant improvement of the students' listening skill or not after a podcast activity applied.

There were three kinds of technique used by the researcher to collect the data. They were interview, test and observation. Each technique was also followed by the instruments. Furthermore the detail instruments of the research were presented on the following table.

**Table 1.1: Instruments of the Research**

NO.	TECHNIQUE	INSTRUMENT	RESULT
1.	Interview	Guideline of interview	Transcript
2.	Test	Test of Listening Skill	Score
3.	Observation	Observation's guideline	Fieldnote

## **F. Data Analysis Technique**

The qualitative data were analyzed from field notes and interview during the research. Meanwhile, the students' listening tests were score by using listening score. The data were analyzed in five stages proposed by Burns (1999). The first stage was assembling the data. In this stage the data were collected to be reread in order to state important point to show up the broad pattern and to classify them. The second stage was coding the data in which the data can be specified. The next stage was comparing the data that had been specified to see the repetition of the data pattern and the connection among the different data sources. The next stage was building interpretation. This stage developed explanation why particular pattern of interaction and attitude had come up in this project. The last stage was reporting in which the data were presented to others.

## **G. Procedure of The Research**

### **1. Reconnaissance**

In this step, the researcher began to find out information concerning on the students' listening skill. The researcher observed and interviewed the English teacher and the students of VIII A to identify the existing problems on the students' listening skill. She also collected the information by observing the English teaching-learning process in VIII A. The problems existing based on the interview and observations were:

- a. The listening class was seldom conducted in the class.

- b. The students also had a problem in spelling.
- c. The students had poor pronunciation and limited vocabularies.
- d. The students had difficulties in understanding the audio.

After identifying the problems found, the researcher determined some plans to solve the problems on the students' listening skill.

## **2. Planning**

The researcher and the English teacher planned the solution based on the problems. The solution should be in line with the nature of the problem and based on the relevant theories. In this case the researcher identified the problems related to the students' English listening skill. After identifying the problems, the researcher and the English teacher made a plan about what kind of action would be carried out and prepared the instruments dealing with the action research.

## **3. Action and Observation**

After the lesson plans were agreed by both the teacher and researcher, the actions would be implemented in the class. The teaching and learning process was observed and recorded in the form of field notes and observation sheets. In this stage the researcher also identified some problems found during the teaching and learning process. During the teaching and learning process, the implementations were observed by the teacher to give the researcher feedbacks on her teaching technique. Based on the observations, notes, and records of the students' responses in the action,

the research members discussed the implementation. Then, they evaluated the implementation to improve the next action.

#### **4. Reflection**

The reflection would be done to know what happened in the actions and to know whether the objectives were achieved or not. If the actions carried out were successful, they would be continued. The reflection was from the observation and the interview with the English teacher and six students of grade VIII A.

#### **H. Validity and Reliability of the Data**

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) were employed. Those five criteria are namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

Outcome validity is related to the notion of action leading to outcomes that are “successful” within the research context. This research is expected to be able to solve more than one problem in the teaching-learning process, for example those which are related to speaking skills, motivation and involvement.

Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field

notes during the lessons, interviewing students and the teacher, and having discussions with the headmaster in the scheduled time initiated the process of this study.

Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes. In this case, the students and the teacher's responses to the changes occurring to themselves were asked.

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process fulfilled this criterion.

Meanwhile to fulfill the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher, the headmaster, and the students of VIII A class. The researcher triangulated the data by analyzing them using field notes of the teaching-learning process, the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. Field notes were used to record the activities done in the class and keep the supporting documents such as the lesson plan, and the students' works. After that, the interview was conducted to reveal the students' feeling about the class activity and to get some comments, perceptions, and suggestions about the actions from the researcher.

## **CHAPTER IV**

### **THE RESEARCH PROCESSES, FINDINGS AND DISCUSSIONS**

This chapter presents the processes of the research, findings, and discussions. There are three sections in this chapter. The first section presents the reconnaissance step. The second section reports the implementation of the actions and discussion. The third one presents the result of the pre-test and the post-test of the students' listening skills.

#### **A. Reconnaissance**

In this step, to identify the field problems, the researcher conducted some activities. First, the researcher did observations concerning the English teaching and learning process in VIII A class of SMP Bopkri 1 Yogyakarta. Then, she did interviews with the English teacher and the students.

##### **1. Identification of the field problems**

The research was started by gathering initial information from the English teacher and grade VIII students of SMP Bopkri 1 Yogyakarta. It was done by interviewing the English teacher and the students, observing the teaching and learning process, and conducting a pre-test. Some problems found by the researcher at the beginning of the study could be seen from the following vignette.

#### **Vignette 1**

R went to the listening laboratory. ET was already waiting for her there. Then five minutes later, the Ss came to the listening laboratory. **The Ss looked for their chair by talking to their friends, so the situation was very noisy.** After that ET opened the class by greeting them, "Good afternoon, students," all of the Ss kept quiet and responded to him.

(continued)

(continued)

Then, ET explained why R was here to do observation because next week R would conduct research in that school especially in science class. After that ET reviewed the material they had learned before, and then ET asked Ss to open the LKS. ET asked Ss to use their headset and checked the headset whether it broke or not. After that, ET explained the material in LKS using microphone that was available in the headset. **ET dictated the listening questions and Ss listened to him seriously while answering the questions.** After they finished answering the questions, ET had had the discussion with Ss about the answer. **ET asked Ss some opinions but the Ss answered loudly because their microphone did not work.** The class was very noisy when Ss tried to ask another answer they had to ET. ET answered the entire Ss questions used microphone. **Then, ET asked, “Is there any difficult word you find in the question?”. Ss tried to ask difficult words to the ET by speaking loudly again, the class became noisy again.** If there were unfamiliar words, ET gave the meaning to the Ss. After they finished the discussions, **ET gave them the missing lyrics script and then asked Ss to listen to the song and complete the missing lyrics.** All of the recording was played twice. Then ET gave them the answer. ET has a rule that if Ss answer with wrong spelling, they had no point in their answer.

Fifteen minutes later, the bell rang, so ET ended the class. After the Ss left the class, ET and R left the class together while talking about the problem related to the students' listening skill. ET said that Ss had difficulties in listening to the recording of native speakers.

ET: English Teacher

R: Researcher

Ss: Students

The vignette above proves that the teaching and learning process did not run well. The class was very noisy and uncontrolled. The teacher's materials were always unvaried. It means that he had problems in the teaching and learning process because he could not control the class. He also had less material because he just used the LKS and some songs.

**Table 2.1: The Field Problems**

Categories	Problems
1. The use of the media	<ol style="list-style-type: none"> <li>1. Teacher's limited use of listening media</li> <li>2. Limited use of language laboratory.</li> </ol>
2. The teacher's teaching style	<ol style="list-style-type: none"> <li>1. Using listening exercise from students' worksheet (<i>Lembar Kerja Siswa</i>)</li> <li>2. Using incomplete song's lyrics</li> </ol>
3. Students' interaction <ol style="list-style-type: none"> <li>a. with peers</li> <li>b. with the English teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Mostly disturbing their neighbors</li> <li>2. Talking to their friends during the lesson</li> <li>3. Limited to those who sit in the front rows</li> </ol>
4. Students' participation	<ol style="list-style-type: none"> <li>1. Limited to those who sit on the front</li> <li>2. Rarely volunteering in learning activities</li> </ol>
5. Students' listening habits	<ol style="list-style-type: none"> <li>1. Listening to the music using lyrics</li> </ol>
6. Students' listening skills	<ol style="list-style-type: none"> <li>1. On average, having problems in listening native speakers' recording</li> <li>2. Having problems with the spelling and sounds</li> </ol>

The observation above was also supported by the result of the interview with the English teacher which revealed the problems in the field below.

- 
- R: *Itu sering pak, mereka dapat listening?*  
(Do they often get listening activity, Sir?)
- ET: *Listening biasanya hanya satu minggu satu jam. Biasanya saya ambil yang satu jam mata pelajaran, ya hari jumat. Tapi tidak setiap jumat saya pakai untuk listening, kan ini sudah mau semesteran juga.*  
(Listening is usually only an hour a week. I usually take the one hour subject, on Friday. But not every Friday I use it for listening, it has been near to conduct the semester examination).
- R: *Kalau kegiatannya sendiri, yang paling banyak dilakukan saat kelas listening apa saja pak?*  
(For the activity itself, what do they usually do at the listening class, Sir?)



- ET: *Biasanya sih, ya mengacu pada vocab ya, pasti teks. Ya naratif, deskriptif dan yang lainnya. Trus biasanya kalau ada sisa waktu saya minta mereka mendengarkan lagu bahasa inggris sambil mereka melengkapi lirik di lagu itu. Jadi mereka meengkapi teks.*  
(Usually, referring to the vocabulary, they definitely have a text. Narrative, descriptive and others. Then if they have spare time, I ask them to listen a song and complete the missing lyrics from that song)
- R: *Bapak sendiri untuk mencari materi listening mengalami kesulitan tidak pak?*  
(Do you also get difficulties in finding the listening materials?)
- ET: *Saya sebenarnya cukup kesulitan. Di internet pun saya cari yang native speaking sedikit susah, jadi kebanyakan saya yang baca.*  
(Actually I have a problem in searching the material. I have difficulties in searching native speaking in the internet, so sometimes I read the questions or story to the students)

---

(Interview/21/03/2013)

From the interview, the researcher made notes to gather some problems found in the class as presented in the table 2.2.

**Table 2.2: The Field Problems in the English Teaching and Learning Process in VIII A Class for SMP Bopkri 1 Yogyakarta**

No.	Field Problems	Code
1.	The students had less opportunity to listening English.	S
2.	The students were not familiar with English sound and spelling.	S
3.	Some students find difficulties to listen to the recording.	S
4.	The students lacked vocabularies.	S
5.	Only few students brought dictionaries.	S
6.	Many students were noisy in the listening laboratory.	TL
7.	The teacher sometimes dictated the listening materials to the students.	T
8.	The activities that the teacher gave were less varied.	T
9.	The teacher found it difficult to find the listening materials.	T
10.	The tasks given by the teacher were not interesting enough.	MT
11.	The listening material made by the teacher is sometimes inappropriate.	MT
12.	The materials in the listening laboratory were also limited.	MT

S: Students    T: Teacher    TL: Teaching and Learning Process    MT: Materials

From the identified problems above, the researcher then decided some crucial problems that were feasible to solve as presented in the table 2.3.

**Table 2.3: The Feasible Field Problems to Solve**

No.	Field Problems	Code
1.	The students were not familiar with English sound and spelling.	S
2.	The students lacked vocabularies.	S
3.	The tasks given by the teacher were not interesting enough.	MT
4.	The activities that the teacher gave were less varied.	T

S: Students    T: Teacher    MT: Materials

## **2. Identification of the field problems to Solve**

As stated in the beginning of Chapter I, the research only focused on improving the students' listening skill through podcasts. Therefore, the research would only concern in solving the problems related to the students' listening skill.

The researcher and the English teacher discussed the crucial problems to be solved. The students of Grade VIII of class A had lack of opportunities to learn listening. This could be seen from the fact that they seldom listened some recording. It made them difficult to hear the recording. This condition absolutely disturbed them in answering the assignments. Moreover, they had limited vocabulary. Also, they often got wrong in spelling some English words when they were listening to the recording. Because of those existing problems, the English teaching and learning processes did not run effectively and successfully so that the researcher needed to solve them.

From the observations and pre-test, the researcher noted that the students often made mistakes in answering the assignments. They also lost many important

words on the recording. Besides, they found it difficult to understand. Moreover, most students were still lack of vocabularies they heard.

### **3. Determining the actions to overcome the selected problems**

After the researcher and English teacher discussed the crucial problems that needed to be solved, they agreed that those problems were related to the listening skill. Then, the researcher and the English teacher agreed to do the following actions to improve the students' listening skill.

- a. First of all, to get students' attention to the lesson, the researcher and the English teacher agreed to use podcast in the listening activities since the podcasts were assumed to be interesting enough for the students.
- b. Then, to drill the students' vocabularies, the researcher and the English teacher agreed to use classroom English in every meeting.
- c. In the relation to the teaching and learning process of listening, the researcher and the English teacher agreed to use some kinds of listening assignments that appropriate with the students' listening ability.
- d. Next, to make the students have more opportunities to listen English sounds, the researcher and the English teacher agreed to use listening laboratory.
- e. Finally, to make students more interested in listening class, they agreed to use an interesting topic of listening class and also interesting audio podcasts.

The researcher hoped that by applying podcasts, the students of VIII A class of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013 would be

able to improve their English listening skill and achieve the score of their English listening skill at least 75 as the minimum passing criteria or *Kriteria Ketuntasan Minimal* (KKM).

#### **4. Action Plans**

The researcher tried to solve the field problems by using some steps, the first step was writing a course grid. The course grid consisted of the basic competence, indicators, learning materials (topic, function, vocabulary, key structure), and teaching learning activities.

Cycle 1 was conducted in two meetings. The basic competency for Cycle 1 was responding the meaning that contain in simple short monologue and dialogue accurately, fluently and thankful. Cycle 2 was conducted in two meetings. The basic competency for Cycle 2 was responding the meaning contained in simple short monologue and dialogue accurately, fluently and thankful. The media consisted of headsets, computer, hand out, students worksheet, and the teacher's explanation. The podcasts related to the activities was used in every meeting. It was used in every meeting to improve the students' listening skill. The activities in every meeting were different.

The second step was writing lesson plans for every meeting. There were four lesson plans in this research because the researcher got to the class to do the activities in four meetings. The lesson plans were made according to the course grid made before. All of the elements in the lesson plans were based on the course grid. The text-based syllabus design method was used in the learning activity steps.. The method contain of BKOF (Building Knowledge of The Field), MOT

(Modeling of the Text), JCOT (Joint Construction of the Text) and ICOT (Individual Construction of the Text). The course grid and the lesson plans could be seen in the appendix.

## **B. The Implementation of the Actions and Discussions**

### **1. The Implementation of Cycle 1**

#### **a. Plans of Cycle 1**

In this planning session, the researcher and the English teacher determined the form of the pre-test and the use of podcasts to be applied in Cycle 1. Then, she designed the lesson plans and the tasks. In order to know the students' achievement on their listening skill, the researcher gave a pre-test in the first meeting on 12<sup>th</sup> April, 2013. The test was in the form of answering the questions based on the recording. The students were required to use headsets in the listening laboratory.

Cycle 1 consisted of two meetings. For the use of podcasts which were applied in Cycle 1, the researcher and the English teacher agreed to make the activities that would be used to improve the students' listening skill and make the students familiar with English sounds and spellings. First, the researcher would use classroom English to check the students' vocabulary mastery. Second, the researcher and the English teacher planned to make many kinds of assignment using audio podcasts to drill students' listening skill. The researcher would also check students' spelling. Third, the researcher and the English teacher planned to make many vocabulary assignments based on the recording. The assignments were also referring to the standard of the listening assignments for junior high

school students. The last, because of the monitors in the listening laboratory did not run well, the researcher would give some homework to the students about listening to podcasts that would be found in website by themselves.

In order to make the activity interesting, the topics of the podcasts were changed in every meeting. Therefore, the students would not feel bored in joining the listening class. The researcher hoped that by giving an interesting topic the students would be more enthusiastic and interested in having the listening class.

#### **b. Action and Observation in Cycle 1**

The pre-test was carried out in the first meeting on Friday, 12<sup>th</sup> April, 2013. The implementation of the actions in Cycle 1 was conducted in two meetings. The first meeting of Cycle 1 was conducted on Monday, 15<sup>th</sup> April, 2013 and the second meeting was conducted on Wednesday, 17<sup>th</sup> April, 2013. The actions were focused on implementing podcasts which required the students to answer some assignments based on the recording. In this cycle, while the researcher implemented the action, the teacher took notes at the back of the class to observe the teaching and learning process by fulfilling the observation checklist sheet. The data during Cycle 1 was collected through classroom observation and interviews.

##### **1) 1<sup>st</sup> meeting**

The first meeting was conducted on Monday, 15<sup>th</sup> April, 2013. The theme of the first meeting was “*Unforgettable Experience*”. It was about a recount text. First of all, the researcher gave stimulation to the students by telling them about a story of an unforgettable experience. The researcher always used English when

she was explaining the materials. The students were listening to the story seriously. Then, she checked students' understanding by asking them "is it clear?" If there were some students feeling confused, she explained using Indonesian. After that, the researcher asked them some questions (WH+H questions) related to the story she told. Some of the students answered using English, some of them answered using Indonesian. They were very enthusiastic. Then she chose them randomly to retell their unforgettable experience. Some of them were afraid and asking a question to the researcher "Could we tell it by using Indonesian, Miss?" and she permitted them. They seemed to be enthusiastic and interested in retelling their story that day. Then she asked them the characteristics of recount text. Many of them raised their hand and answered the question correctly.

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*Ss antusias untuk menjawab pertanyaan R. beberapa Ss menjawab dengan menggunakan bahasa Inggris, yang lainnya menjawab dengan bahasa Indonesia. (Ss were enthusiastic in answering R's questions, some Ss answered using English, and some others answered using Indonesian)*

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Ss: Students

R: Researcher

<b>Field note 5, April 15, 2013</b>
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After that the researcher explained the materials. Before the students were asked to do the assignment, she asked them to listen the sample of recording to know whether the recording was clear or not. Then she gave them the question-answer sheets. The first assignment was about checking the right picture's based on the recording. She explained the question-answer sheets by using English from her microphone that available in headset. She asked whether the picture clear or not. After the students understand the assignment, the researcher asked them to listened the recording twice and tried to answer the questions.

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*R meminta Ss memasang headset mereka dan mencoba apakah headset mereka bekerja dengan baik sambil memutarakan sampel rekaman. Setelah tidak ada masalah dengan headset, R memberikan penjelasan mengenai soal yang akan diberikan kepada Ss melalui mic yang ada di headset dengan bahasa inggris, sesekali menggunakan bahasa indonesia. (R asked Ss to use the headsets and check whether the headset run well enough or not. After the headsets were ready to use, R gave the explanation about the assignment given to Ss using microphone that available in the headset using English and sometimes Indonesian.)*

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**Field note 5, April 15, 2013**

The students listened to the recording seriously and tried to answer all of the questions. After that, the students turned their answer sheets to their friends. Then the researcher asked them to answer the questions. Many of them raised their hands as volunteers to answer the questions. They were very enthusiastic to answer the questions. Some of the students found difficulties in understanding the story, so the researcher asked some of them who understood the story to retell it to their friends. The researcher paid more attention to the students' answer and corrected their vocabulary mistake. She also checked students' spelling. Sometimes she asked the reason of their answer to check their understanding skill.

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*Dalam pembahasan soal kali ini, R bertanya tentang pernyataan terkait soal. R juga bertanya alasan Ss menjawab soal. R juga bertanya mengenai kosa kata sulit yang terdapat dalam rekaman dan soal. Ss banyak yang mengangkat tangan dan mencoba untuk menjawab sesuai kemampuan mereka. (In the discussion, R asked about the questions based on the story. R also asked the Ss arguments. R then asked about some difficult vocabularies in the recording and assignments. Many of Ss raised their hands and tried to answer the questions according to their knowledge.)*

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**Field note 5, April 15, 2013**

After having the discussions, the researcher gave the questions-answer sheet to the students. Then she asked them to put on the headset and explained the questions clearly using the microphone on the headset. There were true-false



questions and circle vocabulary questions. The researcher asked whether the statements in the questions were clear or not. After the questions were explained, the researcher played the recording. The students were listening to the recording twice. Then, after the students listened to the recording twice, the researcher asked them to put their headsets and turn their answer sheets to their friends and then answer the questions together. While the students were answering the questions, the researcher sometimes asked the reasons for their answers. Sometimes she asked them the meaning of some vocabularies on the questions or recording. They felt very enthusiastic at that day although they found some difficulties in the questions. At the end of the meeting, she asked them to listen to some podcasts in the website that she wrote on the white board, so they could drill their listening skill.

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*Kemudian R menuliskan website yang berisi beberapa audio podcast di papan tulis. R meminta Ss untuk mendengarkan audio tersebut untuk melatih kemampuan listening mereka. Ss menulis website yang diberikan di buku masing-masing. (Then R wrote website containing some audio podcast on the whiteboard. R asked Ss to listen to the audio to drill their listening skill. Ss wrote the website on their books. )*

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<b>Field note 5, April 15, 2013</b>
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## **2) 2<sup>nd</sup> meeting**

The second meeting was conducted on Wednesday, 17<sup>th</sup> April, 2013, with a topic on “*Fiction Story*”. The meeting was started by asking the students some questions about their homework. The researcher had given them the homework to listen to podcasts, and she then asked what kinds of podcasts they heard. Then, they answered loudly. Some of them listened to a dialogue, some of them listened to a fiction story, and another listened to both the dialogue and the fiction story

and also monologue. The researcher asked the students whether they got difficulties when they listened to the podcasts by themselves. Some of the students said that they did not find difficulties because they could download the script. Some of them said they found difficulties in listening to the native speakers, but overall they were happy to listen to the podcasts by themselves.

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*R bertanya mengenai PR yang diberikan kepada Ss dan Ss ramai menjawab bahwa mereka senang mendengarkan podcast. R bertanya apa yang membuat mereka senang, beberapa Ss menjawab karena ada scriptnya, yang lain menjawab karena kata-katanya mudah dipahami, yang lainnya menjawab bahwa topiknya menarik. (R asked about the homework given to Ss and Ss answered that they were happy to listen to podcasts. R asked what made them happy, some of Ss answered because the audio concluded the scripts, some answered because the sentences easy to understand, and some others answered because the topic were interesting.)*

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**Field note 5, April 17, 2013**

In this stage, the researcher gave the students stimulation before she explained the topic to them. She asked them to tell a fiction story they liked using English. They were very enthusiastic to tell their favorite fiction story. In this meeting, they tried to tell the story using English, although sometimes they used Indonesian. In this second meeting, the students listened to some parts of the story in the recording. Then, they were asked to answer the part of the story in the recording then continued it per part. They looked more active than before.

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*Pada pertemuan kali ini, R meminta Ss mendengarkan 8 penggalan cerita dan harus melingkari kalimat yang benar sesuai dengan rekaman. (In this meeting, R asked Ss to listen 8 parts of a story and circle the right sentences based on the recording.)*

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**Field note 6, April 17, 2013**

In this meeting, there was one fiction story the students had to listen. The story was divided into two parts. The students were asked to circle the right sentences on their handout based on the recording. The same as the first meeting, before the students listened to the recording, the researcher always asked them to put their headsets and check the headset. After the headsets were ready to use, she explained the questions using the microphone available in the headset using English. She also asked whether the questions were clear or not. After that, the students listened to the recording. They did the assignments seriously. After they finished listening to the recording, the researcher asked them to answer the questions. They were very enthusiastic to answer the questions. Many of them answered the questions correctly. The same as the first meeting, the researcher also asked the students to listen to the podcasts on the website. But in this meeting she gave them some website address because they had a holiday when the third grade had National Examination.

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*Soal kali ini terdiri dari 2 audio dan merupakan satu kesatuan cerita mengenai seorang gadis bernama Goldilock. Masing-masing audio terdiri dari 2 jenis soal, yaitu mengurutkan gambar menjadi cerita yang benar dan melingkari pilihan jawaban yang tepat. (The assignment consists of 2 audio (one story). Each of the audios consists of 2 types of assignments, they were arranging the pictures and multiple choice.)*

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<b>Field note 6, April 17, 2013</b>
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### **c. Reflection of Cycle 1**

After implementing the action, the researcher and the collaborator evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. The research team members discussed the problems and solutions in each meeting, and at the end of

the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

From the first until the second meeting in Cycle 1, the researcher always used classroom English to motivate the students. She used English when she explained the materials and asked the students some questions. Sometimes she used Indonesian when the students got difficulties in understanding. They answered the researcher's questions using both English and Indonesian. The researcher also gave the students some interesting assignments using podcasts. It was different audio podcasts in every assignment, so the students did not feel bored with the activities. The English teacher gave positive responses to the researcher as we can see in the following interview.

R	:	<i>Menurut bapak gimana media podcasts yang saya gunakan selama 1 cycle dalam 2 pertemuan ini? (What do you think about podcasts that I used during Cycle 1 in 2 meetings?)</i>
ET	:	<i>Ya sejauh ini bagus, anak-anak juga banyak yang aktif miss. Yang tadinya diam juga saya liat ada beberapa yang mulai aktif tunjuk tangan dan njawab soal. (So far is good, the students become more active, Miss. They, who were usually passive, looked more active. They raised their hands and answered the questions.)</i>

R: Researcher ET: English Teacher (Interview 8 line 5-6, April 19, 2013)

There were two kinds of texts the researcher used in her research, recount text and narrative text. Those texts consisted of many new vocabularies that unfamiliar for the students. The assignments could improve the students' vocabulary mastery skill. Beside that, the researcher also asked the students to write some difficult vocabularies or the new vocabularies they heard. Their improvements in vocabulary mastery skill could be seen in this following interview.

R	:	<i>Oya pak, menurut bapak, apakah kemampuan vocab anak-anak bertambah dengan adanya aktivitas listening dengan media podcasts? (Do you think that the students' vocabulary mastery improved since they got listening class by using podcasts?)</i>
ET	:	<i>Iya, bertambah Miss. Kan banyak vocab baru buat mereka yang dari rekaman maupun yang dari soal. Miss juga selalu menanyakan arti setiap kosa kata baru yang mereka gak tau, bagus itu, terus nyuruh mereka nyatet juga biar gak lupa. (Yes. There were many new vocabularies from the recording and also the materials. You always told them the meaning of any new vocabularies that they do not know, it's good, and then you asked them to write in order that they would not forget.)</i>
R	:	<i>Iya pak, soalnya siswa pesti lupa kalo gak dicatet e, hehe... (Yes, Sir, because if they did not write it, they would forget the vocabularies.)</i>

**(Interview 8 line 13-15, April 19, 2013)**

In order to make the listening class more interesting, the researcher made audio recording easy to listen in each meeting. Therefore, the students did not feel bored in the class because they always listened different interesting recording in every meeting during the research conducted. There were two topics in the Cycle 1. They were “*Unforgettable Experience*” and “*Fiction Story*”. Based on the interview conducted after the action of Cycle 1, the researcher found the students were interested in both topics taught in their listening activities. It can be seen in the following interviews.

R	:	<i>Gini, saya mau tanya, gimana selama 2 kali pertemuan sama saya? (I want to ask you, what is your feeling after having 2 meetings with me?)</i>
S	:	<i>Asik miss. (It is interesting, Miss.)</i>
R	:	<i>Asiknya gimana? (Why is it interesting?)</i>
S	:	<i>Ya itu, materinya kan menarik, udah gitu juga soalnya macem-macem, ada gambar-gambarnya lagi, jadi gak bosan kita, hehe... (The materials were interesting, the assignments were varied, and they also consist of some pictures, so I did not feel bored.)</i>

R: Researcher

S: Student

**(Interview 9 line 3-6, April 19, 2013)**

R	:	<i>Gimana belajar bahasa Inggris bareng saya? (What about having learning English with me?)</i>
S	:	<i>Ya senang miss. (I am happy, Miss.)</i>
R	:	<i>Senengnya kenapa? (What makes you happy?)</i>
S	:	<i>Ya pelajarannya asik aja miss. (The activities were interesting, Miss.)</i>
R	:	<i>Asik apanya? Materinya atau apanya? (What makes interesting? The materials or what else?)</i>
S	:	<i>Ya materinya, ya soal-soalnya, ya pembahasannya, semuanya deh miss. (The materials, the assignments, and the discussions were interesting, Miss.)</i>
R	:	<i>Yang bener, hehe... gak bosan ya berarti? (Really? Then you did not feel bored?)</i>
S	:	<i>Enggak miss. (No, Miss.)</i>

**(Interview 11 line 3-10, April 19, 2013)**

In conclusion, the implementation of listening class by using podcasts in the Cycle 1 was generally successful in improving the teaching of English listening skill practices and student's involvement. The homework that the researcher gave to the students could help them improve their listening skill especially in English sounds and spelling. Podcasts were effective to improve the students' vocabulary mastery skill in the practice of teaching listening skills and made the students more interested in joining the listening class in the first cycle. Most of them were actively engaged in the activities. Based on the interviews held after the actions, those indicated that they were enthusiastic about the activities. But, because there were many of them that have difficulty in the spelling, they have many mistakes in the listening assignments. It was because some of the assignments requiring them to write the vocabularies they heard. To overcome that problem, sometimes the researcher wrote the right spelling in the whiteboard and asked the students to write them, so if they find those vocabularies again, they would not write wrong spelling.

## **2. The Implementation of Cycle 2**

### **a. Plans of Cycle 2**

After implementing the actions in Cycle 1, the researcher and the English teacher did a reflection. Based on the reflection in the first cycle, they agreed to continue the similar actions, use classroom English, make many kinds of assignment using audio podcasts, make many vocabulary assignments based on the recording, and give them homework to listen podcasts available on website by themselves.

The English teacher gave the researcher idea to add the picture and the vocabulary questions in each meeting to make the students more interested. Based on the reflection in the first cycle, some of the students still had difficulties in spelling, so that the researcher planned to drill them in some vocabulary questions. In the Cycle 2 she would ask them some spelling of the vocabulary from the assignments. By asking the spelling, she expected that they would have better score in the listening activity.

Still the same as in the first cycle, in the second cycle the researcher and the English teacher agreed tried to apply interesting topics for podcasts in order not to make the students bored. The topics were changed in every meeting. Beside that, to make the students discipline, the researcher asked them to raised their hand before they answer all of the questions from the teacher.

## **b. Action and Observation in Cycle 2**

### **1) 1<sup>st</sup> Meeting**

The first meeting of the second cycle was on Monday, 29<sup>th</sup> April 2013. The topic of the meeting was “*Holiday*”. In this cycle, the activities were almost the same as in the Cycle 1. The researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities, and to end the lesson.

In the first meeting in Cycle 2, the researcher started the presentation by asking the students about their holiday using English. It was because the students in the third grade had National Examination and the students from first and second grade had already had a holiday last week. Many of them were very enthusiastic to raise their hand. She chose them randomly and listened to their story seriously. When they were telling their holiday story, some of them used both, English and Indonesian, while another used Indonesian. After they finished their story, she asked their friends to retell the story and asked them some questions (WH+H questions) based on the story. It was like what they did in the first cycle. That made the Cycle 2 was different with Cycle 1 was the students raised their hand first before answering the questions, so the class did not be noisy.

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*R bertanya kepada Ss “How was your holiday?” dan kemudian Ss mengangkat tangan mereka menunggu ditunjuk oleh R, sehingga kelas tidak menjadi gaduh seperti sebelumnya. (R asked to Ss, “How was your holiday?” and then Ss raised their hands waited to choose to the R, so the class become quiet not like before.)*

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<b>Field note 7, April 29, 2013</b>
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She then asked them about their homework. Some of them said that they felt very happy because the audio contained the script so they could check their spelling and also the difficult vocabularies. In this meeting, she also checked the headsets before they used it. That made the meeting was more different than before was more various assignments. In this meeting she explained using microphone that they had 3 types of listening assignments. Those were identifying true-false statement, connecting right and left sentence and checking the right picture. They looked enthusiastic with the teaching and learning process. Many of them who were inactive at the meeting before became active in this meeting. In discussing the assignments, she gave them the recording script and asked them to write all of the difficult vocabularies they found in the script or recording, then they checked the right spelling and the meaning.

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*R meminta Ss menulis setiap kosa kata sulit yang mereka temui dengan arti dan ejaan yang tepat sehingga mereka mudah mengingatnya. (R asked Ss to write every difficult vocabulary they found from the materials with the right meaning and spelling so they can easy to remember.)*

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<b>Field note 7, April 29, 2013</b>
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In the last teaching and learning process, the students had opportunity to listen a song. The students were also given instructions to complete the song's lyric by the researcher. That activity could check their vocabulary and their spelling. They were enthusiastic to listen to the song. It could be seen when the researcher replayed the song, the students who finished completing the lyric followed singing a song. In the last meeting, she gave the website addresses contained of podcasts again to them so they can drill their listening skill.

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*R memberi kesempatan kepada Ss untuk mendengarkan lagu sambil mengisi lirik yang kosong. Ss sangat antusias mendengarnya dan mulai memasang headset mereka satu persatu. Kemudian R mulai memperdengarkan lagu. Pada putaran kedua terlihat Ss yang telah selesai mengerjakan soal ikut menyanyi sesuai lirik yang mereka kerjakan. (R gave an opportunity to the Ss to listen a song while filling the missing lyric. Ss were very enthusiastic and they started to put their headsets on. Then R started to play the song. In the second turning, Ss who finished doing the task followed singing a song according to the lyric they completed.)*

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<b>Field note 7, April 29, 2013</b>
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## 2) 2<sup>nd</sup> Meeting

The second meeting was conducted on Wednesday, 1<sup>st</sup> May, 2013. Firstly, the researcher asked the students about their homework. They were very happy to do the homework because they could drill their English sounds and spelling by listening some podcasts from the website recommended by the researcher. The same as the second meeting in the Cycle 1, by the topic of “*Fiction Story*” the researcher did the meeting by asking the students about their favorite fiction stories. They were enthusiastic to raise their hand and tell the fiction stories they liked to the class. The researcher chose two students to tell their favorite fiction stories. In this meeting, the students tried to tell the story using English. The other students were listening to their friends seriously because the researcher asked them to analyze the stories. They were asked to analyze the character of the stories, the problems occurred in the stories and the moral of the stories. They analyzed the stories using English, sometimes the researcher corrected their vocabulary mistakes.

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*Ss beramai-ramai mengangkat tangan dan menganalisa cerita setelah ditunjuk oleh R. (Ss raised their hands and tried to analyze the story after choosen by R.)*

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**Field note 7, April 29, 2013**

In the first activity, the researcher asked them to do the assignments. There was a story consisting of four audios that they had to hear. Each audio had different type of question. The story title was “Rabbit and Turtle”. The story was interesting enough so the students did not feel bored to listen the recording. She also checked the headsets before asking the students to listen to the recording and explained the questions clearly using English. She explained the questions using microphone available on the headset.

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*Soal terdiri dari empat audio dimana setiap audionya terdiri dari soal yang berbeda, yaitu soal pilihan ganda, memilih benar atau salah mengenai pernyataan dalam kolom, serta mengurutkan gambar sesuai dengan rekaman. (The assignments consisted of four audios in which each audio had different types of questions, they were multiple choices, true-false statements and arranging the pictures into right story.)*

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**Field note 7, April 29, 2013**

At the end of discussing the assignment, the researcher gave the students the script of the story and asked them to find some difficult vocabularies from the script. After that, she also asked them to write all of the difficult vocabulary they found from. The same as in every meeting, the researcher gathered their listening score to check their progress.

There second activities had different story. The title of the story was “Ant and Dove”. The story consisted of two audios, each audio had different type of assignments. They were pairing the sentences in the left with the right pictures in

the right and circling the vocabulary they heard from the recording. Again, the researcher also gathered the students score after had discussing the assignments.

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*Kemudian setelah pembahasan selesai, R meminta Ss untuk menjumlahkan jawaban benar mereka dan memberitahukannya pada R secara bergantian. (Then, after having a discussion, R asked Ss to count their right answers and tell to the R one by one.)*

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<b>Field note 7, April 29, 2013</b>
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At the second meeting in the Cycle 2, the researcher gave complex assignments to check their listening skill, especially in spelling and vocabulary mastering. It could be seen from the type of every question given to them. She also gave the source of audio podcast to drill their listening skill in the last time of the meeting.

### **c. Reflection of Cycle 2**

Having implemented the actions in the Cycle 2, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the English teacher and the students after the actions were implemented. The classroom English used in the Cycle 2 could improve students' motivation in learning the materials. Many of them tried to answer the questions and told some stories using English according to their knowledge. And sometimes the researcher corrected their vocabulary mistakes. This cycle indicated that the students' listening skill and the teaching-learning process improved.

R	:	<i>Kalau menurut bapak siswanya jadi lebih aktif gak pak? (Do you think the students become more active, Sir?)</i>
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(continued)

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ET	:	<i>Ya kalau saya lihat sih ya ada beberapa yang tadinya pendiam trus jadi aktif,</i> (Yes, I see that some passive students now become more active)
R	:	<i>Iya pak, hehehe... kemudian, setelah pake media podcasts ini apakah ada kemajuan untuk listeningnya pak?</i> (Yes, Sir. Is there any improvement of the students' listening skill after conducting the podcasts?)
ET	:	<i>Saya rasa ada ya, kemarin juga saya liat mereka nilainya bertambah kok rata-rata. Terus untuk kemampuan vocabulary juga ada peningkatan, saya lihat kemarin waktu ada kosa kata sulit di teks recount itu juga banyak siswa yang memperhatikan.</i> (Yes, I saw their scores improved. And also their vocabulary skill is improved, they paid more attention to some difficult vocabularies in the recount text you gave.)

(Interview 13, line 9-12, May 03 2013)

The improvements were added by the students' responses about their feeling during the Cycle 2. Many of them had improvement in the vocabulary mastery, English spelling and sounds after had listening activities through podcasts. It could be seen from the following interviews.

R	:	<i>Waktu kamu listening pake media podcasts itu apa yg kamu rasain?</i> (what do you feel having listening using podcasts?)
S	:	<i>Lebih enak aja miss.</i> (It is fun for me, Miss.)
R	:	<i>Enak gimana?</i> (Why?)
S	:	<i>Ya jadi gampang ngerjainnya. Kalo dari segi teori sih lebih susah dari biasanya, tapi kalo dari segi soal-soalnya sih ya karena menarik jadi rasanya lebih enjoy aja aku.</i> (It was easy to do the assignments. In theory side looks more difficult, but in the assignments side, it was easier than before because the assignments were interesting enough, so I could enjoy it.)

(Interview 15, line 5-8, May 08, 2013)

R	:	<i>Iya, saya mau tanya ni, kemaren belajar sama saya gimana rasanya?</i> (I will ask you some questions, what do you feel having listening using podcasts?)
S	:	<i>Enak miss, jelas.</i> (It was fun and clear.)

(continued)

(continued)

R	:	<i>Jelas ya. Terus kamu ada peningkatan gak kira-kira? (do you think your listening skill improves?)</i>
S	:	<i>Ada miss, di vocab sama pendengaran lah, saya jadi sedikit familiar kalo ndengerin percakapan dalam bahasa inggris. (Yes, my vocabulary and listening skills improve. I become more familiar with the listening English dialogue.)</i>

(Interview 16, line 9-12, May 08, 2013)

R	:	<i>Healah, ehehehe...trus menurut kamu nih, kemampuan listeningmu bertambah gak setelah belajar listening pake media podcasts ini? (do you think your listening skill improves after having listening class using podcasts?)</i>
S	:	<i>Iya miss, saya jadi familiar sama kata-kata bahasa inggris kayak yang di lagu sama di film-film itu (Yes, Miss. I become more familiar with English words like some songs and movies.)</i>
R	:	<i>Kalo kemampuan vocabnya gimana? Ada peningkatan gak? (What about your vocabulary skill? Is there any improvement?)</i>
S	:	<i>Ada miss, jadi tambah banyak. Kan kalo ada vocab baru yang saya belum tau itu saya langsung tulis miss sama artinya di buku catetan, ehehehe.. (Yes. If we found some new vocabularies, I wrote them with correct spellings and translations.)</i>

(Interview 17, line 13-16, May 08, 2013)

Beside that, the English teacher also got an interesting experience by helping the researcher's research as shown in the following interview.

R	:	<i>Gini pak, saya mau tanya pendapat bapak mengenai listening dengan media podcasts itu bagaimana pak? (Sir, what do you think about conducting podcasts as a media in the listening class?)</i>
ET	:	<i>Ya itu merupakan pengalaman baru ya buat saya. Selama ini kan saya hanya terpaku pada LKS kalau mengajar listening, jadi ya mungkin laen waktu saya bisa menerapkan pembelajaran seperti miss Vero. (It is a new experience for me. I used to teach the students listening using LKS, so maybe next time I should implement the activities the same as you did.)</i>

(Interview 13, line 3-4, May 03, 2013)

In the Cycle 2, the researcher could handle the students and complete the teaching and learning stages. She had a rule that the students had to raise their hands before answering the questions and the English teacher also gave positive remarks upon the teaching-learning process that the researcher observed.

R	:	<i>Ooo, gitu ya pak, hehe... Kalau untuk interaksi antara saya dengan siswa bagaimana pak</i> (What about the interactions between the students and me, Sir?)
ET	:	<i>Ya bagus sejauh ini, trus juga ada peningkatan dari hari ke hari. Apalagi di dua pertemuan terakhir kemarin siswa sudah jauh lebih terkontrol dari sebelumnya, soalnya ya itu, Miss kasih mereka aturan untuk angkat tangan sebelum menjawab, jadi kelasnya gak rame kayak biasanya.</i> (I think good enough, then there is improvements day by day. Moreover in last two meetings, the students could be more controller than before. You gave them the rule to raise their hands before answering the questions, so the class was not noisy like before.)

(Interview 13, line 7-8, May 03, 2013)

The interview script above shows that the students understanding improved. The students also show improvement in comprehending the lesson. They showed positive attitudes during the lessons. They began to submit their assignments completely. Since the students understanding was getting better, the learning indicators could be achieved. Therefore, the researcher was able to evaluate the students' works better. In some previous meetings, many of the students frequently cited their friends, but that was highly reduced by establishing classroom discipline.

At the end of the actions the researcher could gather the students' and the English teacher's opinions and responses about the overall changes that happened during and after the actions were implemented and the obstacles that appeared.

R	:	<i>Iya pak, hehehe... kemudian, setelah pake media podcasts ini apakah ada kemajuan untuk listeningnya pak? (Is there any improvement of the students listening skill after the podcasts were implemented?)</i>
ET	:	<i>Saya rasa ada ya, kemarin juga saya liat mereka nilainya bertambah kok rata-rata. Terus untuk kemampuan vocabulary juga ada peningkatan, saya lihat kemarin waktu ada kosa kata sulit di teks recount itu juga banyak siswa yang memperhatikan. (Yes, I think, I saw their scores were better than before. And then their vocabulary skill was better too. I saw that they found the difficult vocabulary, they pay attention more carefully.)</i>
R	:	<i>Untuk kekurangannya apa saja pak? (is there any lack, Sir?)</i>
ET	:	<i>Mm,, apa ya, ya sepertinya tidak ada ya. (Mmm, I think no.)</i>
R	:	<i>Masak sih pak? Hehehe.. (Are you serious, Sir?)</i>
ET	:	<i>Ya mungkin cuma kurang banyak saja waktunya ya, jadi siswanya belum puas, hehe.. (Ya maybe the lack of time, so the students were not satisfied yet.)</i>

(Interview 13, line 11-16, May 03, 2013)

The students were also invited to give their comments about using podcasts in the teaching and learning of listening. The following script is one of the interviews with the students at the end of the second cycle.

R	:	<i>Ooo, kamu pernah ngalamin kejenuhan gak selama belajar bareng saya? (have you ever got bored studying with me?)</i>
S	:	<i>Enggak miss. (No, Miss.)</i>
R	:	<i>Bener ni? Kalo kesulitan gitu, ada gak? (Right? Have you ever found some difficulties?)</i>
S	:	<i>Iya miss. Ya ada sih beberapa. (Yes, Miss. There are some.)</i>
R	:	<i>Pas kapan tu? (When?)</i>
S	:	<i>Ya kalo saya kurang paham rekamannya gitu miss, suka bingung sendiri, akhirnya tanya temen, ehehehe.. (Ya if I did not understand the recording, I asked my friends, hehehe...)</i>
R	:	<i>Wooo, ketauan ya, ehehehe... (I see...)</i>
S	:	<i>Ya tapi biasanya pas di rekaman kedua terus saya teliti lagi kok miss, ehehe... (But actually in the second recording I would be more careful and more understand the recording Miss, heeheehe...)</i>
R	:	<i>Masak? Iya deh, ehehe... trus kamu ngerasa ada peningkatan gak setelah listening sama saya pake media podcasts itu? (Really? Okay, hehehe... So, do you think that your listening skill was improved by the use of podcasts?)</i>

(continued)



(continued)

S	:	<i>Ada miss, pertama vocab saya nambah, kedua ya saya jadi tambah banyak cerita bahasa inggris. (Yes Miss, the first, my vocabulary is improved, and the second, I know many English story.)</i>
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(Interview 19, line 7-16, May 08, 2013)

## C. General Findings and Discussions

### 1. Cycle 1

In Cycle 1, there were some problems related to listening skills that have to be solved. The students' behavior affected the completion of the teaching and learning process and severely affected the overall completion and submission of the learning materials. There were some students that had difficulty in the spelling, so they had many mistakes in their assignments. To overcome that problem, the researcher used audio podcasts in their listening activity. Sometimes she wrote the right spelling in the whiteboard and asked them to write it, so if they found those vocabularies again, they did not write the wrong spelling.

In every meeting, she used classroom English to drill their vocabulary skill. In the first meeting, she used English to explain the material, but when the students found difficulty to understand the material, she used Indonesian to make it clear. The classroom English conducted effectively in the second meeting, although some of the students used both English and Indonesian when they were telling the story. Sometimes she also checked their vocabulary mistakes when they were telling the story.

The researcher always used some interesting assignments to the students. Many of the assignments were vocabulary assignments. Those assignments could drill their vocabulary mastery. Sometimes she also asked them to write the

difficult vocabulary from the script, so they had their own list of vocabulary that could improve their vocabulary mastery.

The researcher had different topic in every meeting in the Cycle 1, it made the students felt interested. She always gave them stimulation by asking them WH+H questions before playing the recording. The students looked very enthusiastic to answer the questions. In the first meeting, they felt confuse about the language, but when she said that they could used both English and Indonesian, they were very enthusiastic to answer the questions.

For instant, the implementation of listening by podcasts was generally successful in improving the teaching of English listening skill practices and student's involvement. Podcast were used to improve the students' vocabulary skill and made the students more interested in the class. Most of students were actively engaged in the activities. Based on the interviews held after the action, those indicated that they were enthusiastic in the activities.

## **2. Cycle 2**

The actions in Cycle 2 were aimed to get better achievements of the learning indicators for listening and establish a conducive teaching and learning process. After conducting some actions, the students have improved in four main issues addressed in this research. Firstly, the students gave opportunity to learn listening continuously at the Listening Laboratory. They were very enthusiastic to do activities there. It could improve their listening skill especially in English sound and spelling.

Secondly, in terms of vocabulary mastery, most of them also had many new vocabularies from the assignments given to them. They were also asked to write all of difficult vocabulary with the right spelling and meaning they found in audio script and assignments by the researcher. Thirdly, the various assignments make the materials given by the researcher were interesting enough, so they did not get bored in the class. There were many kinds of assignments that contained many pictures that made them more interested.

Giving reward to the students who had highest score in every assignment was effective to motivate the students in learning listening skill. Moreover, the researcher used some podcasts audios that contained of back song to support the teaching and learning process. The students were more enthusiastic and interested in learning English when they got the audio. The researcher also had positive response from the students when she applied the rule to raise hand before answer the questions. It made the students more discipline than the first cycle.

Classroom English in every meeting also made the students' vocabulary skill improved. In Cycle 2, there were many of them tried to answer the questions using English, although they still had some vocabulary mistakes. The researcher also paid more attention to the students' sentence production and sometimes corrected their vocabulary mistake.

The podcasts were successful to make the students familiar with learning listening. Drilling the students some vocabularies could make the students guessing the English spelling correctly. They had better score since they did not make mistake in spelling English words. Using different topics in each meeting

could make the students felt enjoyable with the activity. They were not bored because they listened different recording and they did various assignments.

### **3. Discussions**

At first cycle, students were given short podcasts material. The duration of podcasts material was not more than three minutes. At this cycle students seemed enthusiastic to answer the assignments. Students' motivation in learning listening was increasing. It could be seen from students' activities. They were asked to play another audio podcasts by the researcher. Once experience has been gained in this area, podcasts could also be seen as one option among a range of possibilities for using and producing authentic materials with the new functions of collaborative, online tools, as described by Stevens and Dieu (2007).

According to Salmon and Edrisingha (2008), the kind of podcasts is important. It is the key to holding students' attention. The researcher chose the recount and narrative text in her research that were familiar to the students. She also chose some interesting audio podcasts, so they were enthusiastic to listen to the recording and do the assignments.

Concerning with the use of computer in language teaching, J. Szendeffy (2005) argues that computers provide students and teachers with great access and integration of material than tape recorders or videocassettes. By using computer, the researcher just had to download the material (audio podcasts) from some websites, and then save those materials in flash disk. The researcher did not have to record the audio again using a cassette.

In discussing the assignments in every meeting, the researcher also asked the students to write the difficult vocabulary they heard from the audio with the correct meaning and spelling after they got the audio script. Sometimes they just wrote the meaning under the unfamiliar vocabularies. Some of them were creative to make the vocabulary table that made them easier to find the difficulties vocabularies they want. That activity also appropriates with Maramba and Wheeler (2006) statements that podcasting may also accommodate a wide variety of learning strategies for students.

As the previous discussion, the researcher and the English teacher discussed the material first before conducted the research. The researcher also adapted the material which appropriate with the students' skill. The researcher would make the students felt interested first in the class, so they would enjoy the material. Vandergrift (2006) thought that listening comprehension ability might depend on metacognitive knowledge such as types of records, listening strategies and goals.

The researcher and the collaborator decided to end the research in Cycle 2 because they saw that the students' listening skill had improved. In conclusion, the differences of teaching and learning process of listening skill during Cycle 1 and Cycle 2 can be seen in Table 2.4.

**Table 2.4: The Changes (Before and After the Implementation)**

Before Cycle	Cycle 1	Cycle 2
The students were not familiar with English sound and spelling.	Students were more familiar with the English sound and spelling.	Students were more familiar with the English sound and spelling which was containing of back

		song (audio instrument).
The students lacked of vocabularies	All of the students had already had many vocabularies from the recording script and the assignments given by the researcher.	All of the students were asked by the researcher to write the difficult vocabulary they heard from the recording and the assignments so they had many vocabulary list on their book.
The tasks given by the teacher were not interesting enough.	The researcher make interesting tasks by given interesting podcasts audio to the students, so they were not feel bored in the class and waited more recording.	Except make interesting tasks by given interesting podcasts audio to the students, the researcher also add some instruments in every audio podcasts so the students enjoyed listening the recording.
The activities that the teacher gave were less varied.	The activities those given by the researcher were various. There were many kinds of assignments in every meeting.	There were many kinds of assignments too in every meeting, and also many pictures that make the students feel interest to do the assignments.

#### **D. The Result of Listening Test**

The use of the podcasts with applying some actions was successful in improving the students' listening skill in two cycles. That finding could be inferred from the observations of the teaching and learning process, and the interviews with the students and the collaborator. Besides, it was also supported by the result of the pre-test and post-test of the students' listening skill. The researcher conducted the pre-test on Friday, April 12, 2013. In this listening test, the students were asked to do some assignments. The topic of the pre-test was narrative story. The assignments were based on some recording. There were five

assignments in the test. The assignments consisted of checking the right picture, multiple choices, true-false statements, and circling the right vocabulary. The researcher had score table to gather all of the students' score in every type of assignments.

Meanwhile, the post-test was conducted on Friday, May 03, 2013. The topic of the post test was recount story. The students were asked to answer the assignments the same as in the pre-test. There were four assignments in the test. The assignments consisted of checking the right picture, multiple choices, true-false statements, and circling the right vocabulary. To assess the students' listening skill in the post-test, the researcher also made a score table. The researcher had different column for each type of assignments. The students' listening scores in the pre-test can be seen in the Appendix. Meanwhile, the summary of the result of the pre-test can be seen in the table below:

**Table 2.5: The Result of the Students' Listening Skill Scores in the Pre-test**

<b>Data</b>	<b>Pre-Test</b>	<b>Mean</b>
Mean	70.22	70.22
Number of the Students	27	27

From the table 2.5, based on the researcher's assessment, it was found that the mean of the students' listening skill score was 70.22. From that assessment, it can be inferred that the students' listening skill was low because the minimum passing criteria (KKM/Kriteria Ketuntasan Minimum) of English subject in this school was 75.

In the post test, the researcher assessed the students' listening skill scores by using the same score table. The result of the students' listening scores in the

post-test can be seen in the Appendix. The summary of the students' listening skill in the post-test was presented in Table 2.6 below.

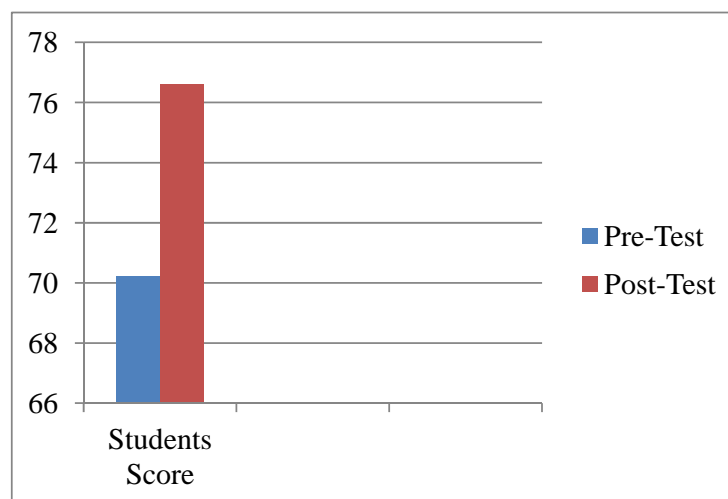
**Table 2.6: The Result of the Students' Listening Skill Scores in the Post-test**

Data	Post-Test	Mean
Mean	76.59	76.59
Number of the Students	27	27

Based on the table 2.6, from the researcher's assessment, it was found that the mean of the students' listening skill score was 76.59. Thus, almost the students had passed the minimum passing grade (KKM). From that result, it could be concluded that the students' listening skill had improved since the means of the students' listening skill score had improved. The table shows that the mean is 70.22 in the pre-test, while in the post-test is 76.59.

To make the data clearer, the researcher presents the data in the following chart:

**Picture 2: The chart of the students' score improvement from the pre test and the post test**





## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

#### **A. Conclusions**

Based on the research findings in Chapter IV, it can be concluded that the result of this research was satisfying. This research was successful in the effort to improve the students' listening skill through podcast supported by some other actions such as correcting the word spelling, giving the students rewards, applying some listening assignments, etc. After conducting the research at SMP Bopkri 1 Yogyakarta, the researcher concluded that podcasts could improve students' listening skill. It could be seen from the improvement of students at each meeting for two cycles. The researcher created some fun activities using podcasts for the students. During the teaching and learning process, she often used the audio podcasts to motivate them in learning listening. In addition, she also completed the audio with varied assignments, so they did not get bored.

In the Cycle 1, the researcher conducted teaching and learning processing using podcasts as the media to improve students' listening skills. During two meetings in the Cycle 1, the researcher provided some simple audio podcasts to the students, so they did not get bored. The audio was also able to encourage the students to listen more carefully. In the two meetings, the researcher gave varied assignments such as multiple choices, true-false statements, circling the right

vocabularies, arranging some pictures based on the recording, and circling the correct sentence based on the recording.

During the teaching and learning activities, the researcher always provided some questions (WH+H Question) to stimulate students' skills in terms of vocabulary mastery. In every meeting, after listening to the recording, the researcher gave the recording script to check the students' spelling and vocabulary mastery. When they found some difficult vocabularies, she also asked them to write the vocabularies with the correct meaning and spelling in their book. In the end of each meeting, the researcher also gave them some website addresses in which there were many examples of audio podcasts and script in order to drill the students about English sounds and word spellings.

The researcher found that there was an improvement on the students' vocabulary mastery and word spelling. It could be seen from the increasing numbers of the students who got high scores in some assignments. The weakness in Cycle 1 was only about the classrooms discipline, the researcher had not been able to manage the class so that the students were crowded. But it certainly improved in the second cycle.

In the Cycle 2, the researcher gave the rules to the students to raise their hands before they answered some questions without chatting with their friends next to them, so that the researcher could control the class. In this cycle, the researcher added audio podcasts with back song so that the students felt enjoy when they were listening and answering the assignments. She gave them more complex assignments in the Cycle 2, it was done to see how far the students

mastered English sounds and spellings. She gave some assignments like choosing the right images, matching sentences with pictures, circling vocabularies that sound in audio, multiple choices, sort images, and true-false statements. In order to reduce the students' boredom during the listening activities, she added some interesting images in the assignments. She also always provided a stimulus in the form of questions (WH+H Questions) in the beginning of discussing the topic. When they finished listening to the recording, she also gave them the recording script. At the end of each meeting, she also gave some audio podcast website addresses for them so they can practice the English sounds and spellings by themselves.

In the second cycle, many students got good scores. It means there was an improvement in their listening skill. In addition, the class was well-controlled than the previous cycle because of the researcher's rule. The researcher also gave the songs to the students to be heard in order to refresh their brains. They did not merely listen to the songs, but they filled the missing lyrics in order to practice their spelling.

It is believed that podcasts could improve students listening skill. The students' problems about listening English sounds and spellings could be successfully solved through podcasts. The use of podcasts could make the listening activities more enjoyable and interesting. By using podcasts, the students got more opportunities to listen to the recording. As a result, they could answer many questions with the right answer and spelling. In general, this can be seen

from the comparison between the mean score of the pre-test and that of the post-test.

## **B. Suggestions**

Based on the conclusion of the study, some suggestions will be directed toward the English teachers, the students of junior high school and other researchers.

### **1. To English Teachers**

The English teachers should determine podcasts that are able to make students practice their listening in the meaningful contexts. During the research conducted, the researcher used some media such as PC, headsets, speakers, pictures and handouts. The English teachers can apply those media even other media that can support the teaching-learning process so that the students will be more interested in learning English. Besides, it is necessary for the English teachers to implement various kinds of listening activities which enable the students to produce the language.

### **2. To the Students of Junior High School Levels**

Many students are unfamiliar with the English sounds and spellings. They feel confused when they heard English dialogues or monologues. They seldom listen to English conversation or songs either inside or outside the class. They also had some mistakes in spelling and meaning. To solve this problem, the students can train themselves by using podcasts. They should practice a lot because podcasts can be downloaded by themselves at many website addresses and it contains the script.

### 3. To the Other Researchers

This study is mainly intended to describe how podcasts were implemented to improve the listening skill of VIII A class students of SMP Bopkri 1 Yogyakarta. The other researchers may follow this study in different contexts in order to find more actions to improve the students' listening skill. This study may be used as one of the resources before the researchers do an action research related to the improving students' listening skill.

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# APPENDICES

1

# FIELD NOTES

**Field notes 1****Hari, tanggal : Jumat, 22 Maret 2013****Waktu : 09.10--11.00 WIB****Lokasi : Ruang Kepala SMP Bopkri 1 Yogyakarta****Hal : Permohonan ijin penelitian****Keterangan : KS : Kepala SMP Bopkri 1 Yogyakarta****GBI : Guru Bahasa Inggris****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 09.10 WIB. P menemui KS di ruangannya. P dan KS berjabat tangan, lalu KS mempersilahkan P untuk duduk.
2.	P mengutarakan maksud kedatangannya. KS menanyakan surat ijin penelitian dari universitas. P menjelaskan bahwa saat ini hanya permohonan ijin informal terlebih dahulu sehingga apabila KS memberikan ijin penelitian, P akan membawa ijin resmi dari universitas pada pertemuan selanjutnya. KS meminta P untuk menemui Pak Daru Kurniawan, selaku GBI kelas VIII terlebih dahulu. KS akan memberi ijin penelitian apabila GBI juga memberikan ijin.
3.	P menunggu GBI di ruang KS. P bertemu GBI, P berjabat tangan dengan GBI. P mengutarakan maksud kedatangannya yakni untuk meminta ijin penelitian di kelas VIII. GBI menyambut baik kedatangan P dan menanyakan perihal penelitian. Kemudian GBI memberi ijin penelitian kepada P. GBI mempersilahkan P untuk melakukan penelitian di kelas VIII A. P menyampaikan proposal dan instrumen penelitian akan segera diserahkan setelah P berkonsultasi dengan dosen pembimbing penelitian. Selain itu P juga meminta waktu untuk melaksanakan observasi kegiatan belajar-mengajar di kelas terlebih dahulu sebelum melakukan penelitian. GBI mempersilahkan P untuk datang hari Senin, 1 April 2013, untuk melakukan observasi kelas.
4.	Pada pertemuan P dengan GBI kali ini, selain meminta ijin untuk penelitian, P juga melakukan wawancara kepada GBI terkait pembelajaran Bahasa Inggris di kelas VIII yang diterapkan oleh GBI serta kendala-kendala yang sering dijumpai GBI.
5.	Setelah selesai mewawancara, P diajak GBI untuk melihat Lab Listening yang ada di lantai 2. Sambil melihat-lihat, P mengajukan beberapa pertanyaan terkait

	lab kepada GBI. Pukul 11.00 WIB P mohon diri pamit kepada GBI juga kepada KS.
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## Field notes 2

**Hari, tanggal : Senin, 01 April 2013**

**Waktu : 08.45-11.00 WIB**

**Lokasi : Ruang TU SMP Bopkri 1 Yogyakarta dan ruang kelas VIII A**

**Hal : Observasi kegiatan belajar-mengajar**

**Keterangan : KS : Kepala SMP Bopkri 1 Yogyakarta**

**GBI : Guru Bahasa Inggris**

**S : Siswa**

**P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 08.45 WIB. P menemui KS untuk menyalami dan memberitahu KS bahwa pada hari itu P akan melakukan observasi kegiatan belajar mengajar bahasa Inggris di kelas VIIIA. KS mempersilahkan P untuk menunggu GBI di ruang Tata Usaha (TU). P bertemu GBI dan langsung menyerahkan surat ijin penelitian kepada GBI. Kemudian P dan GBI menuju ruang kelas VIII A.
2.	Kelas bahasa Inggris hari Senin jatuh pada pukul 09.10. GBI dan P memasuki kelas 5 menit setelah bel pergantian pelajaran berbunyi. Suasana kelas gaduh saat GBI dan P masuk ruang kelas. GBI meletakkan barang-barang bawaannya di meja guru dan P mencari tempat duduk kosong di barisan paling belakang. Kemudian GBI berdiri di depan kelas dan memberikan salam. GBI menyapa siswa dengan sapaan "good morning students." Diikuti pertanyaan "how are you today?". S merespon sapaan dan pertanyaan GBI dengan mengatakan "good morning Sir, I'm fine, thank you. And you?". GBI menjawab "I'm fine too, thank you."
3.	GBI memperkenalkan P kepada S dan menjelaskan maksud kedatangan P. P kemudian memperkenalkan diri sebentar sebelum pelajaran dimulai.
4.	Pelajaran dimulai dengan menanyakan pelajaran yang telah dipelajari pada pertemuan yang lalu. Setelah <i>review</i> sebentar, GBI lalu menyampaikan materi yang akan dipelajari pada hari tersebut. Kebetulan hari itu mereka hanya

	membahas soal ulangan sebelumnya. GBI meminta S menukarkan jawaban mereka dengan teman yang lainnya. GBI membahas soal serta jawaban sambil sesekali bertanya alasan siswa menjawab soal tersebut. GBI juga beberapa kali membahas kosa kata sulit yang terdapat dalam soal.
5.	Setelah selesai membahas jawaban, GBI meminta S menyalin soal sekaligus jawaban dalam kertas kosong guna membantu menambah nilai mereka. GBI berkeliling memeriksa pekerjaan S. Beberapa kali terlihat S bertanya mengenai soal kepada GBI. Beberapa siswa terlihat ramai membahas pekerjaan mereka, kemudian GBI menyuruh mereka untuk tenang.
6.	Disela-sela S mengerjakan tugas, P meminta kepada GBI untuk mewawancarai beberapa S sesuai kesepakatan yang telah dibuat GBI dan P pada pertemuan sebelumnya. Kemudian GBI meminta P ke ruang TU agar wawancara berjalan lebih tenang. GBI meminta 6 S untuk datang secara bergantian ke ruang TU untuk diwawancara P.
7.	P menunggu di ruang TU sampai pelajaran selesai dan berbincang-bincang dengan GBI untuk menentukan lagi kapan P akan mulai mengadakan penelitian. GBI menjelaskan kalau se usai pelajaran terakhir nanti S akan mendapatkan jam tambahan di lab listening. P meminta izin untuk mengikuti pelajaran saat jam tambahan. GBI mengizinkan dan meminta P datang lagi pukul 12.15 WIB. Setelah selesai berbincang dengan GBI beberapa saat di ruang TU, P mengucapkan terimakasih dan pamit pulang kepada GBI.

### Field notes 3

**Hari, tanggal : Senin, 01 April 2013**

**Waktu : 12.15-14.00 WIB**

**Lokasi : Lab. Listening**

**Hal : Observasi kegiatan belajar mengajar**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 12.15 WIB dan langsung menuju Lab Listening. Disana baru ada GBI.

2.	S masuk pukul 12.20 WIB. S duduk sesuai nomor presensi masing-masing. GBI menjelaskan kegiatan mereka hari itu. S yang sudah membawa LKS kemudian membuka dan mulai memperhatikan halaman yang diminta GBI.
3.	Ketua kelas memulai pelajaran tambahan dengan meminta S menyapa GBI serta P dengan “Good afternoon Sir Ndaru and Miss Vero”. GBI dan P menjawab “Good afternoon too students.”. Setelah itu GBI meminta S memasang headset mereka sambil memastikan apakah ada headset yang rusak atau tidak sembari S mendengarkan sampel rekaman. Kemudian GBI menerangkan soal yang akan diberikan kepada S dan meminta S mendengarkan dengan cermat, karena soal hanya akan dibacakan 2 kali oleh GBI. S mendengarkan dengan seksama. GBI mendikte soal yang ada di LKS, S mendengarkan sambil menjawab soal di LKS.
4.	Setelah soal selesai dibacakan, GBI meminta S melepas headset mereka dan menukar jawaban mereka dengan teman yang ada di sebelah mereka. GBI memberikan jawaban yang benar sambil sesekali membahas jawaban tersebut.
5.	Selesai membahas soal di LKS, GBI bertanya apakah ada yang kurang jelas, beberapa S bertanya dan GBI menjawab. Kemudian GBI meminta ketua kelas mengumpulkan LKS S dan meletakkannya di meja depan.
6.	GBI meminta beberapa S membagikan lirik lagu yang rumpang keseluruhan S. GBI menjelaskan bahwa S harus mengisi lirik yang kosong sambil mendengarkan lagu melalui headset. Kemudian GBI meminta S memasang headset mereka. GBI mulai memperdengarkan lagu. S mendengarkan dengan cermat sambil menjawab soal.
7.	Setelah lagu diperdengarkan 2 kali, GBI meminta S melepaskan headset mereka dan mulai membahas jawaban. Setelah selesai GBI meminta S menjumlah jawaban benar. GBI mengabsen S sambil meminta S memberitahukan jumlah jawaban benar mereka.
8.	GBI menutup pelajaran tambahan pada hari itu dengan mengucapkan “See you later” kepada S dan S menjawab “see you later Sir Ndaru and Miss Vero.”
9.	Pelajaran tambahan selesai pada pukul 13.30 WIB. P berbincang-bincang sejenak dengan GBI terkait pelajaran tambahan hari itu kemudian P berpamitan kepada GBI dan langsung menuju tempat parkir.

**Field notes 4****Hari, tanggal : Jumat, 12 April 2013****Waktu : 07.00-08.10 WIB****Lokasi : Lab Listening****Hal : Pre-test****Keterangan : GBI : Guru Bahasa Inggris****P : Peneliti****S : Siswa****O : Observer**

NO.	AKTIVITAS
1.	P ditemani O yang P mintai tolong untuk mengambilkan gambar sewaktu P melakukan penelitian tiba di sekolah pukul 07.00 WIB.
2.	Pukul 07.10 WIB P, GBI, dan O masuk ke Lab listening. GBI memberitahu S bahwa untuk beberapa pertemuan ke depan akan di ajar oleh P.
3.	Kemudian GBI mempersilahkan P untuk memulai mengajar S. P memulai pelajaran dengan mengucapkan salam “good morning students” dan S menjawab dengan “Good morning Miss Vero and Sir Ndaru.”. P menjelaskan kepada S bahwa untuk pertemuan pertama P hanya akan melakukan <i>pre-test</i> . P menjelaskan test yang akan diadakan adalah test listening. P meminta ketua kelas membagikan lembar soal dan jawaban kepada seluruh S. Kemudian P menerangkan perintah-perintah yang terdapat dalam soal dengan menggunakan bahasa inggris. Soal terbagi menjadi 5 jenis, A sampai E. Soal pertama memilih gambar yang sesuai dengan rekaman, soal kedua pilihan ganda, soal ketiga memilih benar atau salah atas pernyataan yang ada, soal keempat pilihan ganda dan soal kelima memilih kosa kata yang terdengar dalam rekaman. P bertanya apakah ada dari soal maupun gambar yang kurang jelas, S menjawab tidak ada.
4.	P meminta S memasang headset mereka sambil memperdengarkan sampel rekaman. P mengecek apakah ada headset yang rusak atau tidak. Setelah semua S memasang headset mereka dan headset mereka bekerja dengan baik, P mulai memberikan instruksi bahwa rekaman akan diperdengarkan 2 kali. P meminta S mendengarkan dengan cermat. P mulai memperdengarkan rekaman soal dan S mendengarkan dengan cermat sambil menjawab soal yang

	diberikan.
5.	Setelah soal selesai diperdengarkan 2 kali, P meminta S melepaskan headset mereka dan langsung menukar lembar jawaban mereka ke teman sebelahnya.
6.	P membahas soal dengan melakukan tanya jawab kepada S. sesekali P meminta salah satu S untuk menjawab soal dan mengatakan alasan mereka menjawab. S sangat antusias mengangkat tangan berharap ditunjuk menjawab soal. P juga membahas beberapa kosa kata asing yang sulit yang mereka temukan dalam soal maupun jawaban.
7.	Setelah selesai membahas soal, P meminta S menjumlah score benar mereka di setiap bagian soal. Kemudian S diminta mengumpulkan soal dan jawaban di meja bagian depan.
8.	Pukul 07.45 WIB rangkaian <i>pre-test</i> selesai dan S mengucapkan salam tanda berakhirnya pelajaran.
9.	P, O dan GBI berbincang-bincang mengenai <i>pre-test</i> yang baru saja dilaksanakan. Pukul 08.10 WIB P dan O berpamitan pulang kepada GBI.

### Field notes 5

**Hari, tanggal : Senin, 15 April 2013**

**Waktu : 09.10 – 10.05 WIB**

**Lokasi : Lab Listening**

**Hal : Implementasi kegiatan listening dengan media podcast dengan tema ‘Unforgettable Experience’. Cycle 1a**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ P mengucapkan salam.</li> <li>▪ P mengecek daftar hadir S.</li> </ul>	P, GBI, dan O masuk ke Lab listening diikuti S. P mengucapkan salam “ <i>Good morning students</i> ” dan S menjawab “ <i>good morning Miss Vero</i> ”. Kemudian P bertanya kepada S “ <i>Who is absent today?</i> ” S menjawab serentak “ <i>no one</i> ”



		<i>absent Miss."</i>
2.	<b>Presentation</b> <ul style="list-style-type: none"> <li>▪ P bertanya kepada Stentang pengalaman pribadi mereka yang paling tak terlupakan.</li> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P menunjuk beberapa S untuk menceritakan pengalaman pribadinya.</li> <li>▪ P bertanya kepada S tentang pengalaman pribadi meliputi: <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang dilakukannya</li> <li>✓ Bagaimana kesan pelaku</li> </ul> </li> </ul>	<p>P bertanya kepada S “<i>Are you have an unforgettable experience in your life?</i>”</p> <p>Sebagian besar S “yes yes”. P mempersilahkan beberapa S untuk angkat tangan dan menceritakan pengalaman tak terlupakan mereka.</p> <p>Beberapa S menunjuk Dias untuk bercerita. P bertanya kepada S yang duduk di bangku paling depan kenapa Dias harus bercerita dan S menjawab Dias memiliki pengalaman yang lucu di sekolah. Kemudian P meminta Dias bercerita. Dias meminta ijin bercerita dengan menggunakan bahasa Indonesia karena kurang lancar berbahasa inggris dan kurang menguasai vocabulary. P mengijinkan. Seluruh kelas mendengarkan dengan cermat. Dias menceritakan pengalaman lucunya saat istirahat sekolah selesai olahraga. Setelah selesai bercerita P menunjuk S secara acak untuk mengulang kembali cerita Dias. P menunjuk Yusuf. Sambil bercerita kembali, P menanyakan hal meliputi siapa yang memiliki pengalaman tersebut, kapan pengalaman tersebut terjadi ,dimana pengalaman tersebut terjadi, apa sajakah yang dilakukannya, serta bagaimana kesan pelaku menggunakan bahasa inggris kepada Yusuf dan seluruh S. S antusias</p>

		<p>untuk menjawab pertanyaan P. beberapa S menjawab dengan menggunakan bahasa inggris, yang lainnya menjawab dengan bahasa indonesia. Kemudian P bertanya mengenai jenis cerita yang baru saja diceritakan Dias, dan S serempak menjawab recount story. P bertanya hal-hal apa saja yang penting diketahui dalam recount story kepada S dengan menggunakan bahasa inggris. satu persatu S mengangkat tangan dan menjawab dengan benar menggunakan bahasa inggris dan bahasa Indonesia.</p>
3.	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>▪ S mendengarkan rekaman dengan cermat</li> <li>▪ S diminta menjawab soal dengan benar.</li> <li>▪ S mendengarkan kembali rekaman dengan cermat.</li> <li>▪ S diminta memilih gambar yang tepat yang terdapat dalam rekaman.</li> <li>▪ S diminta menganalisa rekaman berdasarkan poin berikut: <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang</li> </ul> </li> </ul>	<p>P meminta beberapa S membagikan handout pertama yang berisi soal listening. Kemudian P meminta S memasang headset mereka dan mencoba apakah headset mereka bekerja dengan baik sambil memutarakan sampel rekaman. Setelah tidak ada masalah dengan headset, P memberikan penjelasan mengenai soal yang akan diberikan kepada S melalui mic yang ada di headset dengan bahasa inggris, sesekali menggunakan bahasa indonesia. Dalam soal tersebut, S diminta memilih gambar yang sesuai dengan rekaman. Kemudian P memberikan instruksi dalam bahasa inggris bahwa rekaman hanya akan diperdengarkan 2 kali, jadi S diminta mendengarkan dengan cermat. P bertanya kepada S <i>“Is everything clear?”</i>, kemudian S menjawab <i>“Yes</i></p>

	<p>dilakukannya</p> <p>✓ Bagaimana kesan pelaku</p>	<p><i>Miss.</i>” Dan soal langsung diperdengarkan. S mendengarkan dengan serius sambil mencentang gambar yang sesuai. Setelah rekaman selesai diperdengarkan untuk kedua kalinya, P meminta S meletakkan headset mereka dan membahas soal dalam handout. Sebelum soal dibahas P bertanya “Is the recording difficult to listen?” dan kebanyakan S menjawab “No Miss”. Soal dibahas sambil P meminta S mengartikan beberapa kata sulit yang mereka ingat terdapat dalam rekaman. Beberapa S menjawab dan yang lainnya mengatakan tidak tahu. Setelah itu P juga bertanya meliputi siapa yang memiliki pengalaman tersebut, kapan pengalaman tersebut terjadi, dimana pengalaman tersebut terjadi, apa sajakah yang dilakukannya, serta bagaimana kesan pelaku kepada S menggunakan bahasa inggris, dan S secara ramai menjawab, sehingga kelas menjadi sedikit gaduh. Guna menanggulangi kegaduhan, P meminta S tenang dan menunjuk beberapa S saja untuk menjawab pertanyaan tersebut. S yang ditunjuk menjawab pertanyaan yang diajukan, beberapa menjawab dengan tepat menggunakan bahasa Indonesia, yang lainnya mengalami kesulitan dalam menjawab. Banyak dari S mengalami kesalahan pada ejaan,</p>
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		sehingga jawaban mereka menjadi salah. Setelah itu P memberikan ejaan yang tepat kepada S dan meminta S menuliskannya. Kemudian P meminta S menjumlah jawaban benar dan memberitahukan hasilnya kepada P satu-persatu.
4.	<b>Production</b> <ul style="list-style-type: none"> <li>▪ S mendengarkan rekaman dialog <i>recount</i> yang berbeda kemudian mengisi soal yang diberikan dengan benar</li> <li>▪ Beberapa S menjawab soal yang diberikan dengan benar.</li> </ul>	P meminta beberapa S membagikan handout kedua. Kemudian P meminta S memasang headset mereka kembali. Seperti sebelumnya, P mencoba apakah headset mereka bekerja dengan baik sambil memutarakan sampel rekaman. Setelah tidak ada masalah dengan headset, P memberikan penjelasan mengenai soal yang akan diberikan kepada S melalui mic yang ada di headset. Soal kedua terdiri dari dua bagian, " <i>true-false statement</i> " dan melingkari kosa kata yang terdengar dalam rekaman. Kemudian P memberikan instruksi bahwa rekaman hanya akan diperdengarkan 2 kali, jadi S diminta mendengarkan dengan cermat. Setelah selesai memberikan instruksi, P memperdengarkan rekaman kepada S. setelah rekaman diperdengarkan 2 kali, P meminta S melepas headset mereka dan mulai membahas soal. Dalam pembahasan soal kali ini, P bertanya tentang pernyataan terkait soal. P juga bertanya alasan S menjawab soal. P juga bertanya mengenai kosa kata sulit yang

		terdapat dalam rekaman dan soal. S banyak yang mengangkat tangan dan mencoba untuk menjawab sesuai kemampuan mereka. Kemudian setelah seluruh soal selesai dibahas P meminta S menjumlahkan jawaban benar dan memberitahukan hasilnya kepada P secara urut presensi.
5.	<b>Penutup</b> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan</li> <li>▪ S untuk bertanya.</li> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	P menyelesaikan menulis nilai S terlebih dahulu, kemudian setelah selesai P mereview pelajaran pada hari tersebut. S menjawab dengan antusias mengenai apa saja yang mereka pelajari hari itu. P bertanya kepada S apakah ada hal yang belum jelas saat pelajaran berlangsung, S menjawab tidak ada. Kemudian P menuliskan website yang berisi beberapa audio podcast di papan tulis. P meminta S untuk mendengarkan audio tersebut untuk melatih kemampuan listening mereka. S menulis website yang diberikan di buku masing-masing. Kemudian P menutup pelajaran pada hari itu. Bersamaan dengan ditutupnya pelajaran, bel sekolah pertanda pelajaran selesai berbunyi. Saat itu pukul 10.30 WIB. P menutup pelajaran dengan mengucapkan “ <i>see you later students, have a nice day,</i> ” dan S menjawab “ <i>see you too Miss</i> ”.

**Field notes 6****Hari, tanggal : Rabu, 17 April 2013****Waktu : 11.40 – 13.00 WIB****Lokasi : Lab Listening****Hal : Implementasi kegiatan Listening dengan media podcast dengan tema “Fiction Story”. Cycle 1b****Keterangan : GBI : Guru Bahasa Inggris****P : Peneliti****S : Siswa****O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ P mengucapkan salam.</li> <li>▪ P mengecek daftar hadir S.</li> </ul>	P, GBI, dan O masuk ke Lab listening diikuti S. P mengucapkan salam “ <i>Good day students</i> ” dan S menjawab “ <i>good day Miss Vero</i> ”. Kemudian P bertanya kepada S “ <i>Who is absent today?</i> ” S menjawab serentak “ <i>no one absent Miss.</i> ”. kemudian P bertanya “ <i>How are you today?</i> ” kebanyakan S menjawab “ <i>I’m fine</i> ” tetapi ada beberapa yang menjawab “ <i>so so Miss.</i> ”
2.	<b>Presentation</b> <ul style="list-style-type: none"> <li>▪ P bertanya kepada S tentang dongeng yang paling menarik bagi mereka.</li> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P bertanya jawab dengan S mengenai salah satu cerita yang dikenal S meliputi: 1) Tokoh dalam cerita</li> </ul>	P bertanya mengenai PR yang diberikan kepada S dan S ramai menjawab bahwa mereka senang mendengarkan podcast. P bertanya apa yang membuat mereka senang, beberapa S menjawab karena ada scriptnya, yang lain menjawab karena kata-katanya mudah dipahami, yang lainnya menjawab bahwa topiknya menarik. Kemudian P beralih ke topic hari itu dan bertanya kepada S “ <i>What is your favourite fairy tale?</i> ” beberapa S putri menjawab “ <i>Cinderella Miss.</i> ”

	<p>tersebut</p> <p>2) Tempat kejadian cerita tersebut</p> <p>3) Problem dalam cerita</p> <p>4) Solusi dan akhir cerita tersebut</p>	<p>Beberapa lainnya menjawab “<i>Si Kancil</i>” ada juga yang menjawab “<i>Miss, Frog Prince Miss.</i>” P bertanya kepada S yang menyukai cerita Si Kancil meliputi tokoh dalam cerita tersebut, tempat kejadian cerita, problem dalam cerita serta solusi dan akhir cerita menggunakan bahasa inggris. Seluruh S ramai menjawab, sebagian menggunakan bahasa inggris, yang lain menggunakan bahasa Indonesia. Kemudian P meminta salah satu S yang bernama Yola untuk menceritakan kisah Si Kancil. Yola bercerita dengan menggunakan bahasa Indonesia. Terlihat beberapa S tidak memperhatikan, kemudian P langsung menegur mereka dengan bertanya sampai mana Yola bercerita. Mereka menjawab tidak tahu, dan P meminta mereka mendengarkan agar mereka tahu. Setelah Yola selesai bercerita P menyuruh S yang rebut tadi untuk menceritakan kembali sesuai versinya. S tadi bernama Samuel. Samuel hanya bisa bercerita secara singkat karena sempat tidak memperhatikan. P meminta S untuk tidak mengulangi ribut di kelas lagi.</p>
3.	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>▪ S mendengarkan rekaman mengenai sebuah cerita yang didengarkan secara sepenggal-</li> </ul>	<p>Pada pertemuan kali ini, P meminta S mendengarkan 8 penggalan cerita dan harus melingkari kalimat yang benar sesuai dengan rekaman. Pertama-tama P</p>

	<p>sepenggal dengan durasi masing- masing <math>\pm 1</math> menit</p> <ul style="list-style-type: none"> <li>▪ P meminta S mendengarkan dengan baik cerita tersebut.</li> <li>▪ Setiap <math>\pm 1</math> menit cerita didengarkan, P bertanya jawab kepada S meliputi:             <ol style="list-style-type: none"> <li>1) Tokoh dalam cerita tersebut</li> <li>2) Tempat kejadian cerita tersebut</li> <li>3) Problem dalam cerita</li> <li>4) Solusi dan akhir cerita tersebut</li> </ol> </li> <li>▪ S mendengarkan lagi rekaman yang sama secara sepenggal-sepenggal, kemudian S menjawab soal yang diberikan dengan benar.</li> <li>▪ Siswa diminta menjawab soal dengan tepat.</li> </ul>	<p>membagikan handout pertama kepada seluruh S dan meminta S untuk memasang headset mereka sambil memberikan sampel rekaman untuk mengetahui apakah ada headset yang rusak atau tidak. Setelah seluruh S bisa mendengarkan sampel rekaman dengan jelas, P memberikan penjelasan mengenai soal yang akan diberikan dalam bahasa inggris. Soal kali ini mengenai cerita tentang 4 sahabat, dan cerita dibagi menjadi 8 audio rekaman. Seperti yang telah diberitahukan sebelumnya, S akan diminta melingkari beberapa kalimat yang benar sesuai dengan yang mereka dengar dalam rekaman, setelah penggalan-penggalan cerita diperdengarkan, P akan bertanya meliputi tokoh dalam cerita tersebut, tempat kejadian cerita, problem dalam cerita serta solusi dan akhir cerita menggunakan bahasa inggris. Maka P meminta S mendengarkan setiap penggalan cerita dengan cermat. Sebelum memperdengarkan rekaman, P member tahukan pada S dalam bahasa inggris bahwa rekaman hanya akan diputar 2 kali. P memutar rekaman dan S mendengarkan dengan serius sambil mengerjakan soal. Setiap selesai memperdengarkan rekaman tiap penggalan cerita, P membahas soal dan bertanya jawab dengan S meliputi tokoh</p>
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		<p>dalam cerita tersebut, tempat kejadian cerita, problem dalam cerita serta solusi dan akhir cerita menggunakan bahasa inggris sesuai dengan urutan cerita. Kadang S mengalami kesulitan dalam hal vocabulary untuk mengutarakan pendapat mereka, kemudian P membantu mereka. Suasana di lab listening sangat ramai akan pendapat masing-masing S. beberapa kali juga mereka menanyakan kosa kata sulit yang baru saja mereka dengar di rekaman dan P menjawab sambil menjelaskan konteksnya dalam kalimat tersebut. Selesai melakukan pembahasan soal pada audio terakhir, P meminta salah satu S yang bersedia angkat tangan untuk menceritakan kembali. Ternyata tidak ada S yang mengangkat tangan, maka P menunjuk beberapa dari mereka untuk menceritakan kembali menggunakan kemampuan berbahasa mereka. P menunjuk Anom, Ara dan Nosa. Anom bercerita menggunakan bahasa inggris dengan sedikit terbata-bata, namun dia bisa menceritakan kembali dengan cukup baik. Ara bercerita menggunakan bahasa inggris dan Indonesia, tetapi juga menceritakan dengan cukup baik. Berbeda dengan Nosa, dia bercerita menggunakan bahasa Indonesia dengan lancar dan bisa mengingat seluruh cerita dengan tepat. P</p>
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		memberikan applause bagi mereka bertiga dan kemudian memberikan teks cerita yang baru saja mereka dengar tadi. P mempersilahkan S untuk menanyakan hal yang mereka belum paham, beberapa S bertanya tentang kosa kata sulit pada teks, dan P menjawabnya. Setelah tidak ada pertanyaan, P meminta S menjumlahkan jawaban benar mereka dan memberitahukannya kepada P sesuai urutan presensi.
4.	<b>Production</b> <ul style="list-style-type: none"> <li>▪ S mendengarkan sebagian rekaman monolog <i>narrative</i> sambil mengisi soal yang diberikan.</li> <li>▪ S menjawab soal yang diberikan dengan benar.</li> <li>▪ S mendengarkan akhir rekaman monolog monolog <i>narrative</i> sambil mengisi soal yang diberikan</li> <li>▪ S menjawab soal yang diberikan dengan benar.</li> </ul>	P membagikan handout kedua, dan meminta S memasang headset mereka. Untuk mempersingkat waktu, karena dirasa seluruh headset dapat terdengar dengan baik, P langsung memberikan instruksi melalui mic yang ada di headset. P memberikan penjelasan mengenai soal yang akan mereka kerjakan dengan menggunakan bahasa inggris. Soal kali ini terdiri dari 2 audio dan merupakan satu kesatuan cerita mengenai seorang gadis bernama Goldilock. Masing-masing audio terdiri dari 2 jenis soal, yaitu mengurutkan gambar menjadi cerita yang benar dan melingkari pilihan jawaban yang tepat (soal pilihan ganda). Tidak lupa P mengingatkan kepada S untuk mendengarkan dengan cermat karena P akan bertanya meliputi tokoh dalam cerita tersebut, tempat kejadian cerita,

		<p>problem dalam cerita serta solusi dan akhir cerita menggunakan bahasa inggris sesuai dengan urutan cerita. Seperti biasa, P mengingatkan bahwa rekaman hanya diperdengarkan 2 kali. P memperdengarkan rekaman dan S mendengarkan dengan cermat sambil mengerjakan soal. Setelah selesai memperdengarkan rekaman, P meminta S melepaskan headset mereka dan mulai menanyakan isi cerita dalam rekaman yang baru saja mereka dengarkan. Beberapa S mengangkat tangan dan menjawab dengan menggunakan bahasa Indonesia, dan P membenarkan jawaban mereka dengan menggunakan bahasa inggris. Setelah selesai membahas cerita, P membagikan teks cerita dan meminta S mencari kosa kata sulit dalam teks tersebut. Beberapa S saling sahut-sahutan memberitahukan kosa kata sulit kepada P sehingga ruangan menjadi gaduh. Sambil membahas teks, P juga meminta S secara urut dari belakang untuk menjawab soal yang telah diberikan. Tidak lupa P memberitahukan pada S bahwa rekaman semacam itu beserta teksnya dapat mereka download di websites. P memberikan alamat website kepada S dengan menuliskannya di papan tulis sambil berkata bahwa audio-scripts itu sangat membantu apabila mereka ingin</p>
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		<p>melatih kemampuan listening mereka. Setelah selesai melakukan pembahasan soal, P meminta S menotal jawaban benar dan memberitahukannya kepada P secara bergantian sesuai presensi.</p>
5.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan S untuk bertanya.</li> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	<p>Sekali lagi, P mengingatkan bahwa website tersebut berisi audio beserta teksnya yang dapat melatih kemampuan listening mereka dan banyak dari S yang terlihat mencatat alamat website tersebut. Setelah itu P mereview pelajaran pada hari itu dan mengingatkan S untuk berlatih lebih sering mendengarkan audio listening. S terlihat sangat antusias dan beberapa dari mereka bertanya apakah itu free download, P menjawab dengan bahasa inggris bahwa rekamannya free download. Bel berbunyi pada pukul 12.20 WIB dan P menutup pertemuan pada hari itu dengan meminta ketua kelas memimpin doa. Ketua kelas memimpin doa menggunakan bahasa inggris dengan berkata "<i>pray, due.</i>" Kemudian mengakhiri dengan mengucapkan "<i>finish</i>". Ketua kelas meminta S berdiri dan mereka serempak mengucapkan salam "<i>good bye Miss vero and Sir Ndaru</i>" yang dijawab P dengan "<i>good bye student, see you later.</i>" . P mengingatkan beberapa S untuk jangan pulang terlebih dahulu karena P akan meminta waktu mereka</p>

		sebentar untuk diwawancara. Kemudian S secara satu persatu keluar sambil menyalami P dan GBI.
6.	<b>Wawancara</b> <ul style="list-style-type: none"> <li>P melakukan wawancara kepada S dan GBI</li> </ul>	Sebelum P pamit pulang, terlebih dahulu P melakukan wawancara kepada 4 S terkait pendapat S pada cycle 1. Setelah melakukan wawancara kepada S, P menuju ruang guru untuk bertemu dengan GBI dan melakukan wawancara kepada GBI.

### Field notes 7

**Hari, tanggal : Senin, 29 April 2013**

**Waktu : 09.10 – 10.05 WIB**

**Lokasi : Lab Listening**

**Hal : Implementasi kegiatan Listening dengan media podcast dengan tema “Holiday”. Cycle 2a**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<b>Pembukaan</b> <ul style="list-style-type: none"> <li>P mengucapkan salam.</li> <li>P mengecek daftar hadir S.</li> </ul>	P, GBI, dan O masuk ke Lab listening diikuti S. P mengucapkan salam “ <i>Good morning students</i> ” dan S menjawab “ <i>good morning Miss Vero</i> ”. Kemudian P bertanya kepada S “ <i>Who is absent today?</i> ” S menjawab serentak “ <i>no one absent Miss.</i> ”. Lalu P bertanya “ <i>How are you today?</i> ” kebanyakan S menjawab “ <i>I’m fine</i> ” tetapi ada beberapa yang menjawab “ <i>so so Miss.</i> ”. mengingat bahwa S libur beberapa saat

		ketika S kelas IX sedang UN, P bertanya kepada S, “ <i>How’s your holiday?</i> ”, kebanyakan S menjawab “ <i>Happy, Miss</i> ”, beberapa yang lain menjawab “ <i>Fun</i> ”.
2.	<b>Presentation</b> <ul style="list-style-type: none"> <li>▪ P bertanya kepada S tentang liburan mereka yang paling berkesan</li> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P menanyakan kepada S tentang pengalaman liburan yang paling berkesan.</li> <li>▪ P menunjuk salah satu S untuk menceritakan pengalaman liburannya.</li> <li>▪ P bertanya kepada S tentang pengalaman liburan meliputi: <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang dilakukannya</li> <li>✓ Bagaimana kesan pelaku</li> </ul> </li> </ul>	P bertanya kepada S “How was your holiday?” dan kemudian S mengangkat tangan mereka menunggu ditunjuk oleh P, sehingga kelas tidak menjadi gaduh seperti sebelumnya. Setelah itu P menunjuk S secara bergantian untuk menceritakan kisah liburan mereka. S memperhatikan teman mereka yang sedang bercerita dengan seksama. Setiap S yang ditunjuk selesai bercerita, P menanyakan pertanyaan terkait cerita yang meliputi siapa yang memiliki pengalaman tersebut, kapan pengalaman tersebut terjadi, dimana pengalaman tersebut terjadi, apa sajakah yang dilakukannya dan bagaimana kesan pelaku. Seperti yang sudah diperintahkan sebelumnya, sebelum S menjawab, mereka terlebih dahulu harus mengangkat tangan dan menunggu untuk ditunjuk oleh P. banyak S yang mulai berusaha menjawab dengan bahasa Inggris, walaupun masih terbata-bata. Setelah mereka selesai bertanya jawab mengenai cerita liburan mereka, P menjelaskan topik pada pertemuan kali ini.
3.	<b>Practice</b>	Seperti biasa, P meminta S untuk

	<ul style="list-style-type: none"> <li>▪ S mendengarkan rekaman sambil menjawab soal yang diberikan oleh P.</li> <li>▪ S dipanggil secara acak untuk menjawab soal yang diberikan.</li> <li>▪ S diminta menganalisa dialog dalam rekaman berdasarkan poin berikut: <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang dilakukannya</li> <li>✓ Bagaimana kesan pelaku</li> </ul> </li> </ul>	<p>memasang headset dan mendengarkan sample rekaman sebelum memulai mendengarkan soal. Hal itu dilakukan untuk mengecek headset masing-masing S. kemudian setelah semua headset berfungsi dengan baik, P meminta S untuk mendengarkan rekaman dengan cermat karena P akan menanyakan mereka beberapa pertanyaan terkait dengan rekaman. Setelah S mendengarkan rekaman tersebut 2 kali, P menanyakan mereka beberapa pertanyaan meliputi siapa yang memiliki pengalaman tersebut, kapan pengalaman tersebut terjadi, dimana pengalaman tersebut terjadi, apa sajakah yang dilakukannya dan bagaimana kesan pelaku. S mengangkat tangan dan menunggu ditunjuk, kemudian P secara bergantian menunjuk S dan meminta mereka menganalisa rekaman tersebut berdasarkan hal-hal yang sudah disebutkan sebelumnya. S menjawab sesuai dengan kemampuan mereka masing-masing. Kemudian tak lupa P juga menanyakan kosa kata sulit yang ada dalam rekaman, beberapa S menjawab dan mereka mulai menganalisa kata tersebut dari segi ejaan dan artinya dalam cerita. P meminta S menulis setiap kosa kata sulit yang mereka temui dengan arti dan ejaan yang tepat sehingga mereka</p>
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		mudah mengingatnya.
4.	<b>Production</b> <ul style="list-style-type: none"> <li>▪ S mendengarkan rekaman dialog <i>recount</i> kemudian mengisi soal yang diberikan dengan benar.</li> <li>▪ Beberapa S menjawab soal yang diberikan dengan benar.</li> </ul>	<p>Setelah selesai bertanya-jawab, P membagikan handout kepada mereka dan meminta mereka memasang headset mereka kembali. P menjelaskan soal yang dibagikan melalui mic yang terdapat dalam headset dan S mendengarkan dengan serius. Seperti biasa, rekaman akan diperdengarkan dua kali, sehingga P meminta S untuk mendengarkan dengan cermat dan tidak ribut. Setelah rekaman diperdengarkan dua kali dan S selesai menjawab soal, P mulai membahas soal dengan mulai bertanya jawab dengan S. kali ini P tidak hanya menanyakan alasan mereka menjawab pertanyaan, tetapi juga ejaan dari jawaban yang tepat. Kemudian P meminta mereka menjumlahkan jawaban benar dan memberitahukannya kepada P secara bergantian. Setelah soal selesai dibahas dan P melihat ternyata masih banyak sisa waktu yang ada, maka P memberi kesempatan kepada S untuk mendengarkan lagu sambil mengisi lirik yang kosong. S sangat antusias mendengarnya dan mulai memasang headset mereka satu persatu. Kemudian P mulai memperdengarkan lagu. Pada putaran kedua terlihat S yang telah selesai mengerjakan soal ikut menyanyi sesuai lirik yang mereka kerjakan.</p>



5.	<b>Penutup</b> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan S untuk bertanya.</li> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	Bel tanda berakhirnya pelajaran berbunyi bertepatan dengan selesainya lagu diputar kedua kalinya, sehingga P hanya membahas jawaban dari lirik lagu yang kosong dan tidak member kesempatan S untuk bertanya. P mereview sebentar terkait pelajaran yang dipelajari hari ini dan kemudian member kesimpulan singkat. Setelah itu P menutup kegiatan belajar mengajar dengan mengucapkan “See you later” dan S secara serempak menjawab “See you later Miss Vero.”
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### Field notes 8

**Hari, tanggal : Rabu, 01 Mei 2013**

**Waktu : 11.40 – 13.00 WIB**

**Lokasi : Lab Listening**

**Hal : Implementasi kegiatan Listening dengan media Podcast dengan tema “Fiction Story”. Cycle 2b**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ P mengucapkan salam.</li> <li>▪ P mengecek daftar hadir S.</li> </ul>	P, GBI, dan O masuk ke Lab listening diikuti S. P mengucapkan salam “ <i>Good day students</i> ” dan S menjawab “ <i>good day Miss Vero</i> ”. Kemudian P bertanya kepada S “ <i>Who is absent today?</i> ” S menjawab serentak “ <i>no one absent</i> ”

		<i>Miss.</i> ”. Lalu P bertanya “ <i>How are you today?</i> ” kebanyakan S menjawab “ <i>I’m fine</i> ” tetapi ada beberapa yang menjawab “ <i>so so Miss.</i> ”.
2.	<b>Presentation</b> <ul style="list-style-type: none"> <li>▪ P bertanya kepada S tentang dongeng yang paling menarik bagi mereka.</li> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P bertanya jawab dengan S mengenai salah satu cerita yang dikenal S meliputi:               <ol style="list-style-type: none"> <li>1) Tokoh dalam cerita tersebut</li> <li>2) Problem dalam cerita</li> <li>3) Pesan moral dalam cerita tersebut</li> </ol> </li> </ul>	<p>P membuka pelajaran pada hari ini dengan menanyakan dongeng yang menarik bagi mereka. S mengangkat tangan dan menunggu ditunjuk oleh P. Kemudian P menunjuk salah satu S dan S tersebut, Yusuf, mulai bercerita tentang dongeng kesukaannya, “Beauty and the Beast”. Yusuf bercerita menggunakan bahasa inggris sesuai dengan kemampuannya. Yang lain mendengarkan dengan cermat. Kemudian P meminta S menganalisa tokoh dalam cerita tersebut, problem dalam cerita serta pesan moral dalam cerita tersebut. S beramai-ramai mengangkat tangan dan menganalisa cerita setelah ditunjuk oleh P. kemudian untuk cerita kedua, P menunjuk Anggi untuk bercerita. Anggi memilih dongeng “Thumbelina” untuk dia ceritakan. Seperti sebelumnya, S yang lain mendengarkan dengan cermat. Dan P juga menanyakan hal yang sama kepada seluruh S setelah Anggi selesai bercerita.</p>
3.	<b>Practice</b> <ul style="list-style-type: none"> <li>▪ S mendengarkan rekaman mengenai sebuah cerita secara sepenggal- sepenggal dengan</li> </ul>	P membagikan handout dan meminta S untuk memasang headset dan mengecek apakah headset mereka berfungsi dengan baik sambil mendengarkan

	<p>durasi <math>\pm 1</math> menit.</p> <ul style="list-style-type: none"> <li>▪ P meminta S mendengarkan dengan baik cerita tersebut.</li> <li>▪ S dipanggil secara acak untuk menjawab beberapa pertanyaan yang diberikan.</li> <li>▪ S mendengarkan cerita lagi sambil menyusun gambar sesuai urutan cerita.</li> </ul>	<p>sampel rekaman. kemudian P menjelaskan perintah dalam soal secara tepat melalui mic yang terdapat di headset. Rekaman pada pelajaran kali ini merupakan penggalan dari satu cerita. Soal terdiri dari empat audio dimana setiap audionya terdiri dari soal yang berbeda yaitu soal pilihan ganda, memilih benar atau salah mengenai pernyataan dalam kolom, serta mengurutkan gambar sesuai dengan rekaman. Sebelum rekaman diperdengarkan, P meminta S mendengarkan dengan cermat karena akan diminta menganalisa cerita mengenai tokoh dalam cerita tersebut, problem dalam cerita serta pesan moral dalam cerita tersebut. Setelah soal selesai dikerjakan, P dan S membahas soal seperti biasa sambil bertanya jawab mengenai alasan serta kosa kata sulit yang ditemui. Kemudian P meminta S menjumlahkan jawaban benar dan memberitahukannya kepada P secara bergantian.</p>
4.	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>▪ S mendengarkan sebagian rekaman monolog <i>narrative</i> sambil mengisi soal yang diberikan dengan benar.</li> <li>▪ Beberapa S membaca soal yang sudah dijawab dengan <i>pronunciation</i> yang benar.</li> </ul>	<p>Setelah melakukan pembahasan soal, P meminta S untuk kembali memasang headset mereka untuk mendengarkan soal berikutnya. Tak lupa P membagikan handout kedua kepada mereka. Kemudian P menjelaskan soal secara lengkap melalui mic yang ada di headset, setelah itu rekaman</p>

		diperdengarkan dan S terlihat serius mendengarkan rekaman sambil mengerjakan soal. Selesai mengerjakan soal, P membahasnya bersama S sambil bertanya jawab seperti sebelumnya. Tak lupa P meminta mereka mencatat semua kosa kata sulit yang terdapat dalam soal maupun dalam rekaman sesuai ejaan dan arti yang tepat. Kemudian setelah pembahasan selesai, P meminta S untuk menjumlahkan jawaban benar mereka dan memberitahukannya pada P secara bergantian.
5.	<b>Penutup</b> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan S untuk bertanya.</li> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	Bel tanda berakhirnya pelajaran berbunyi bertepatan dengan selesainya S memberitahukan jumlah jawaban benar mereka kepada P, sehingga P tidak memberi kesempatan S untuk bertanya. P mereview sebentar terkait pelajaran yang dipelajari hari ini dan kemudian member kesimpulan singkat. Setelah itu P menutup kegiatan belajar mengajar dengan mengucapkan “See you later” dan S secara serempak menjawab “See you later Miss Vero.”

### Field notes 9

**Hari, tanggal : Jumat, 03 Mei 2013**

**Waktu : 07.10 – 07.50 WIB**

**Lokasi : Lab Listening**

**Hal : post-test**

**Pertemuan 6**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS
1.	P ditemani O tiba di sekolah pukul 07.00 WIB.
2.	P menuju Lab Listening bersama O. Disana sudah ada GBI. P mempersiapkan keperluan <i>post-test</i> dan O membantu P membagikan handout di masing-masing meja S. GBI kembali ke kelas untuk mendampingi S berdoa terlebih dahulu.
3.	Kemudian P dan O menunggu S selesai berdoa dikelas sambil mengecek kembali persiapan <i>post-test</i> .
4.	Setelah selesai berdoa bersama, S beramai-ramai menuju lab listening diikuti oleh GBI. Mereka duduk di tempat masing-masing dan mulai membaca-baca handout yang tersedia di masing-masing meja.
5.	Pada pukul 07.15 WIB, P memberi salam pembuka dan membuka pertemuan pada hari ini. Kemudian P memberi instruksi kepada S untuk memasang headset mereka sambil mendengarkan sampel rekaman untuk mengecek headset masing-masing.
6.	Setelah semua headset berfungsi dengan baik, P memberika instruksi mengenai soal yang terdapat dalam handout melalui mic yang terdapat di headset. Tipe soal sama dengan <i>pre-test</i> , namun urutannya saja yang berbeda, yaitu soal memilih gambar yang sesuai dengan rekaman, memilih benar atau salah atas pernyataan yang ada, soal pilihan ganda, dan memilih kosa kata yang terdengar dalam rekaman. tiap-tiap rekaman hanya akan diperdengarkan dua kali seperti biasanya. S mendengarkan dengan serius sambil mengamati handout di depan mereka.
7.	P mulai memperdengarkan tiap rekaman sambil mengawasi S melalui meja guru.
8.	Setelah semua rekaman selesai diputar, P meminta S melepaskan headset mereka dan mulai menukar jawaban mereka dengan teman sebelahnya.

9.	Sebelum membahas setiap soal, terlebih dahulu P mereview rekaman yang sudah didengar S. banyak S yang mengangkat tangan dan mulai menjawab setelah ditunjuk oleh P. kebanyakan mereka mulai berusaha menjawab menggunakan bahasa Inggris sesuai kemampuan mereka. P mendengarkan dengan cermat sambil mengoreksi pelafalan dan kosa kata yang mereka gunakan.
10.	Test selesai pada pukul 07.40 WIB. P masih mempunyai waktu 10 menit untuk membahas soal. P melakukan pembahasan soal seperti pada waktu <i>pre-test</i> , yaitu dengan menukar lembar jawaban S terlebih dahulu, kemudian bertanya jawab dengan S. tak lupa P meminta S menulis kosa kata sulit yang mereka temui sesuai dengan ejaan dan arti yang tepat.
11.	Tepat pukul 09.50 WIB pembahasan selesai dan P meminta S mengumpulkan lembar jawaban mereka di meja depan. Dan menutup pertemuan dengan mengucapkan terima kasih kepada S karena telah membantu skripsi P.
12.	Setelah ke luar dari lab listening, kemudian P menuju ruang guru ditemani O untuk bertemu kepada GBI dan melakukan wawancara terkait implementasi podcast pada cycle kedua.
13.	P dan O pamit pulang kepada GBI dan KS dan mengucapkan terimakasih banyak kepadanya.

### Field notes 10

**Hari, tanggal : Rabu, 08 Mei 2013**

**Waktu : 12.20 – 13.10 WIB**

**Lokasi : Ruang TU**

**Hal : Mewawancarai siswa terkait dengan pembelajaran Listening menggunakan**

**media podcast**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**KS : Kepala Sekolah**

NO.	AKTIVITAS
1.	P tiba di sekolah pukul 12.10 WIB. P meminta maaf kepada GBI karena baru

	bisa dating lagi hari tersebut dikarenakan P sakit. Kemudian langsung menuju ruang TU untuk menunggu GBI.
2.	P bertemu GBI pukul 12.15 WIB. GBI memberikan daftar S yang akan diwawancarai. Ada 6 orang S yang akan diwawancarai terkait pembelajaran listening dengan media podcast yang telah diselesaikan P.
3.	GBI kembali ke kelas dan memanggil S satu persatu untuk menuju Ruang TU.
4.	P mewawancarai S terkait pembelajaran listening dengan media podcast yang telah mereka laksanakan dan selesai pada minggu sebelumnya.
5.	Setelah selesai mewawancarai S terakhir, P meminta agar S mengumumkan ke seluruh kelas agar jangan pulang terlebih dahulu. S mengiyakan.
6.	P menunggu GBI di ruang TU dan memberikan bingkisan kepada GBI. Kemudian mereka bersama-sama menuju kelas VIIIA dan P memberikan sedikit hadiah untuk S karena telah membantu P menyelesaikan suatu tahapan dalam skripsinya. P berpamitan kepada S dan GBI. S pulang sambil menyalami P dan GBI.
7.	Pukul 13.10 P berpamitan kepada GBI dan menuju ruang KS untuk berpamitan.
8.	P berpamitan pada KS dan langsung menuju tempat parker untuk pulang.

## **2**

# **INTERVIEW GUIDE LINE AND INTERVIEW TRANSCRIPTS**



## INTERVIEW GUIDELINE

### A. In the reconnaissance process

#### 1. Guru Bahasa Inggris

- 1) Menurut pendapat bapak apakah siswa kelas VIII menyukai pelajaran bahasa Inggris?
- 2) Dapatkah bapak jelaskan bagaimana proses belajar mengajar di kelas bapak?
- 3) Dapatkah bapak jelaskan tentang kemampuan bahasa Inggris siswa kelas VIII?
- 4) Apakah kesulitan yang sering dihadapi siswa dalam pelajaran bahasa Inggris?
- 5) Menurut bapak, *skill* apa yang kurang dikuasai siswa?
- 6) Bagaimana kemampuan *listening* siswa kelas VIII di SMP Bopkri 1 Yogyakarta?
- 7) Apakah menurut bapak siswa- siswi di SMP Bopkri 1 Yogyakarta memiliki antusiasme dan motivasi yang baik dalam kelas *listening*? Mengapa?
- 8) Kesulitan apa yang biasanya ditemui ketika mengajar *listening*?
- 9) Apa yang bapak lakukan untuk mengatasi kesulitan tersebut?
- 10) Aktivitas apa sajakah yang bapak gunakan untuk mengajar *listening*?

#### 2. Siswa

- 1) Apakah kamu suka pelajaran bahasa Inggris? Mengapa?
- 2) Kegiatan apa yang biasa diterapkan oleh guru bahasa Inggris di kelas?
- 3) Menurut kamu, bagaimana kegiatan di kelas bahasa Inggris yang biasa diterapkan oleh guru bahasa Inggris?
- 4) Kegiatan seperti apa yang kamu sukai untuk kelas bahasa Inggris?
- 5) Dalam pelajaran bahasa Inggris ada empat *skill*, yaitu *listening*, *speaking*, *reading* dan *writing*. Dari keempat *skill* tersebut, mana yang paling kamu sukai? Mengapa?
- 6) Dari keempat *skill* yang tadi sudah disebutkan, mana yang menurut kamu paling susah? Mengapa?
- 7) Apa kesulitan terbesarmu dalam mempelajari bahasa Inggris?

- 8) Bagaimana caramu mengatasi kesulitan tersebut?
- 9) Apakah kamu mengalami kesulitan dalam mendengarkan dialog atau monolog dalam bahasa Inggris?
- 10) Bagaimana caramu mengatasi kesulitan tersebut?
- 11) Kegiatan apa yang biasa diberikan oleh guru bahasa Inggris ketika kelas *listening*?
- 12) Aktivitas apa yang menyenangkan dalam kelas *listening*?
- 13) Apakah guru bahasa Inggrismu pernah menggunakan media podcast dalam kelas *listening*?

#### B. After The Implementation Of The Action During The Research

##### 1. Guru Bahasa Inggris

- 1) Bagaimana pendapat Ibu tentang aktivitas *listening* dengan media podcast yang saya implementasikan di kelas?
- 2) Menurut Ibu, apakah siswa menyukai kegiatan dalam pelajaran *listening* yang saya implementasikan di kelas?
- 3) Menurut Ibu, bagaimana respon siswa ketika proses belajar mengajar?
- 4) Menurut Ibu, bagaimana kemampuan vocabulary anak-anak setelah saya ajar dengan media podcast?
- 5) Apakah siswa aktif mengikuti kegiatan *listening* yang saya implementasikan di kelas?
- 6) Apakah dengan menggunakan media podcast kemampuan *listening* siswa ada kemajuan?
- 7) Apa sajakah kekurangan dari implementasi media podcast kemarin?
- 8) Apa saran Ibu untuk pertemuan berikutnya?

##### 2. Siswa

- 1) Menurut kamu bagaimana pelajaran bahasa Inggris hari ini? Mengapa?
- 2) Apakah kamu menyukai belajar *listening* dengan menggunakan media podcast?
- 3) Apakah kegiatan di lab membantu meningkatkan kemampuan *listening* kamu?
- 4) Apakah kamu lebih termotivasi untuk belajar *listening* dengan menggunakan media podcast?

- 5) Kemajuan apa yang kamu rasakan selama kegiatan belajar mengajar dengan menggunakan media podcats?
- 6) Apakah cara saya menjelaskan materi mudah dipahami?
- 7) Apa kesulitan yang masih kamu jumpai ketika mendengarkan rekaman dalam bahasa Inggris?
- 8) Apa saran kamu untuk kegiatan *listening* di pertemuan berikutnya?

## INTERVIEW TRANSCRIPTS

### Interview 01

22 Maret 2013

Ruang Guru

**R: researcher**

**ET: English Teacher**

Line	Interview		
1.	R	:	Selamat siang Pak. Mohon maaf sebelumnya saya meminta waktu buat wawancara.
2.	ET	:	Iya nggak papa Miss.
3.	R	:	Menurut Bapak, siswa kelas VIII itu menyukai Bahasa Inggris tidak ya Pak?
4.	ET	:	Kalo menyukai sih ya yang pasti mereka menyukai, soalnya kalau dilihat dari nilai rata-rata Bahasa Inggris itu ya anak-anak pada tinggi.
5.	R	:	Kalau untuk proses belajar mengajarnya bias dijelaskan Pak?
6.	ET	:	Kalo prosesnya ya biasanya opening dulu, trus setelah itu review untuk yang kemaren, setelah itu ya kita masuk yang pelajaran inti.
7.	R	:	Kalau untuk kemampuannya berarti udah bagus ya Pak?
8.	ET	:	Udah bagus.
9.	R	:	Kalau kesulitannya apa saja Pak?
10.	ET	:	Kalau kesulitan mungkin ya itu masalah vocabulary. Jadi mereka biasanya kalau tes, mungkin UTS atau ujian akhir semester itu mereka saya kasih list vocabulary yang mungkin akan sulit bagi mereka. Jadi saya minta mereka mencarinya dirumah. Begitu.
11.	R	:	Untuk kesulitan lainnya Pak, misalnya apakah mereka susah pada saat menggunakan lab atau bagaimana?
12.	ET	:	Oh, iya Miss, mereka itu saking aktifnya dikelas ya sering rebut sendiri itu, terus kalau giliran ditanya mereka ya gak tau apa yang baru saja diterangkan. Kalo pas speaking juga, mereka lebih banyak reading aloud, yam au gimana lagi miss, mereka kan kemampuannya beda-beda. Kalo soal lab, enggak sih kalau itu,

			tidak ada kesulitan. Soalnya sudah saya kenalkan masuk lab itu dari kelas VII. Jadinya mereka ya sudah tau.
13.	R	:	Kemudian untuk skill yang paling dikuasai kelas VIII tu apa ya Pak?
14.	ET	:	Mereka bagus pada, rata-rata sih ya, speaking dan readingnya sih. Untuk listeningnya kan ya mereka tergantung vocabnya juga ya, mereka tau mendengarkan tapi kalau tulisannya salah kan ya saya salahkan.
15.	R	:	Tapi selama ini pelajaran listening itu sering tidak pak?
16.	ET	:	Listening biasanya kita hanya satu minggu satu jam. Biasanya saya ambil yang waktunya hanya satu jam pelajaran, hari Jumat. Tapi tidak setiap minggu, karena ya saya mengejar materi yang untuk ujian semester.
17.	R	:	Berarti untuk kemampuan listening sendiri ya cukup kurang ya pak?
18.	ET	:	Listening, ya sebagian besar sih masih kurang.
19.	R	:	Tapi mreka antusias gak sih pak kalau mengikuti kelas listening?
20.	ET	:	Pasti. Mereka pasti tanya, 'Pak kapan ke lab?'
21.	R	:	Berarti ke lab itu dikhususkan pada saat listening?
22.	ET	:	Iya listening saja.
23.	R	:	Itu kalau listeningnya itu kebanyakan ngapain aja pak?
24.	ET	:	Biasanya sih, ya itu, mengacu pada UN sih ya, biasanya sih teks. Baik itu naratif, deskriptif, prosedur, dan yang lainnya. Trus nanti untuk kalau ada sisa biasanya saya minta mereka mendengarkan lagu bahasa inggris, jadi merka melengkapi teks rumpang.
25.	R	:	Itu berarti outputnya writing ya Pak ya?
26.	ET	:	Iya benar.
27.	R	:	Kalau kesulitannya waktu ngajar listening apa saja pak?
28.	ET	:	Kesulitannya ya itu tadi, masalahnya mereka tidak semuanya menguasai, maksudnya menguasai bahasa inggris kan levelnya berbeda, biasanya ada yang kesulitan, ada yang mahir lah istilahnya. Jadi mereka sekali mendengarkan ada yang bias langsung menjawab, ada yang harus dua kali.

29.	R	:	Berarti emang Cuma vocabnya ya pak kesulitan utamanya?
30.	ET	:	Iya, vocabulary.
31.	R	:	Berarti untuk kegiatannya yang diperbanyak ya lagu itu ya Pak?
32.	ET	:	Ya, sebenarnya sih lagu itu cukup membantu untuk vocabnya.
33.	R	:	untuk pemakaian labnya sendiri ada kesulitan tidak Pak?
34.	ET	:	Tidak ada sih. Tapi siswa hanya bisa mendengarkan dengan headset, jadi mereka tidak bias interaksi secara langsung dengan microfonnya. Jadi mereka hanya mendengarkan apa yang diperintahkan kemudian mereka mengerjakan soal yang ada.
35.	R	:	Untuk materi listeningnya sendiri sekarnya sampai mana ya Pak?
36.	ET	:	Mereka kemarin sudah sampai recount, tapi nanti diulang lagi juga gak papa. Recount atau bias juga naratif.
37.	R	:	Bapak sendiri untuk mencari materi listening mengalami kesulitan tidak pak?
38.	ET	:	Saya sebenarnya cukup kesulitan. Di internet pun saya cari yang native speaking sedikit susah, jadi kebanyakan saya yang baca.
39.	R	:	Berarti kbanyakan didikte gitu ya Pak?
40.	ET	:	Iya, kebanyakan saya dikte.
41.	R	:	Biasanya cari materi dimana pak?
42.	ET	:	Saya bisa dari blogspot, file-file dari blog guru-guru gitu.
43.	R	:	Kalau ini kan saya podcast ya pak ya, podcast itu audio, bisa dari mana saja ya pak, tapi kebanyakan dari website BBC gitu pak. Ada scriptnya sekalian, jadi bisa langsung dibenerin kalau nanti muridnya salah kata.
44.	ET	:	Oya, bagus itu.
45.	R	:	Ya sudah sekian dulu Pak. Nanti kalau ada yang perlu ditanyakan lagi ya menyusul saja. Terimakasih atas waktunya.
46.	ET	:	Iya, santai saja Miss.

## Interview 02

01 April 2013

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Minta waktu sebentar buat wawancara ya dek?
2.	S	:	O iya mbak.
3.	R	:	Namamu siapa dek?
4.	S	:	Saya Yola.

5.	R	:	Iya, mau tanya, kamu seneng pelajaran bahasa inggris gak sih?
6.	S	:	Lumayan sih.
7.	R	:	Lumayan, kenapa?
8.	S	:	Yak arena bisa belajar bahasa inggris.
9.	R	:	Dirumah suka les gitu gak?
10.	S	:	Les.
11.	R	:	Les, dimana?
12.	S	:	Di ELTI Mba.
13.	R	:	Trus kalau Pak ndaru biasanya ngapain aja kegiatan dikelas?
14.	S	:	Belajar baca, menulis juga Mba.
15.	R	:	Menurut kamu asik gak pelajaran bahasa inggris selama ini?
16.	S	:	Ya lumayan asik sih
17.	R	:	Kalo di kelas bahasa inggris tu yang paling kamu senengin waktu pelajaran apa? Pas topik apa gitu.
18.	S	:	Pas lagi cerita sih Mba.
19.	R	:	Pas mbahas cerita apa disuruh bikin cerita?
20.	S	:	Dua-duanya Mba.
21.	R	:	Kalo diantara 4 skill di bahasa inggris kamu lebih suka yang mana? Kan bahasa inggris tu ada 4 skill, listening, speaking, reading sama writing.
22.	S	:	Suka listening sama speaking Mba.
23.	R	:	Kenapa?
24.	S	:	Ya karna bisa melatih kemampuan bahasa inggris saya mba.
25.	R	:	Kalo dari empat skill itu mana yang paling susah?
26.	S	:	Speaking Mba.
27.	R	:	Ooo, susah di spellingnya ya. Emang gak disuruh bawa kamus sama Pak Ndaru?
28.	S	:	Ya disuruh Mba, tapi sering banyak yang gak bawa.
29.	R	:	Terus kalo kamu susah di speaking gitu yang kamu lakuin apa?
30.	S	:	Tanya sama temen Mba, kadang ya pas bawa kamus ya nyari di kamus.
31.	R	:	Kalo listening, kamu susah gak dengerin dialog atau monolog gitu?

32.	S	:	Ya kadang-kadang sulit Mba.
33.	R	:	Emang kalo pas di lab tu soalnya susah apa gampang?
34.	S	:	Ya biasanya kita Cuma ndengerin lagu terus ngisi lirik yang masih kosong gitu Mba.
35.	R	:	Kalo percakapan atau monolog gitu gak pernah?
36.	S	:	Jarang Mba.
37.	R	:	Berarti kalo listening cuma ndengerin lagu?
38.	S	:	Ya kalo gak dari LKS Mba, ka nada yang buat listeningnya.
39.	R	:	Ooo, di LKS ya. Kamu tau podcast gak? Itu audio yang udah ada scriptnya samakadang juga ada soalnya
40.	S	:	Gak tau Mba, Pak Ndaru gak pernah ngasih.
41.	R	:	Ooo, gak pernah dikasih ya. Yaudah, makasih ya waktunya.
42.	S	:	Iya Mba, sama-sama.

### Interview 03

01 April 2013

Ruang kelas VIII A

**R: researcher      S: student**

Line	Interview		
1.	R	:	Namamu siapa dek?
2.	S	:	Vita Mba.
3.	R	:	Saya minta waktu sebentar buat wawancara ya?
4.	S	:	Ya mbak.
5.	R	:	Vita suka bahasa inggris gak sih?
6.	S	:	Suka Mba.
7.	R	:	Sukanya kenapa?
8.	S	:	Ya enak aja mba pelajarannya.
9.	R	:	Biasanya Pak Ndaru kalo ngajar bahasa inggris tu ngapain aja?
10.	S	:	Ya nyatet, trus sama diskusi gitu doing.
11.	R	:	Trus paling seneng kegiatan apa? Listening apa speaking, apa reading, writing gitu?
12.	S	:	Mmm, pas speaking sih Mba, pas diskusi gitu.
13.	R	:	Trus kalo dari empat skill tadi yang paling seneng apa?



14.	S	:	Reading Mba, kan soalnya ada bacaannya, jadi kita tinggal baca aja, hehe...
15.	R	:	Kalo buat kamu, kesulitan di pelajaran bahasa inggris tu dimana?
16.	S	:	Pas listening Mba. Soalnya kan kadang sukaada kata-kata asing yang elum pernah denger gitu Mba.
17.	R	:	Trus kalo kesulitan gitu biasanya kamu tanya?
18.	S	:	Iya Mba, tanya ke sebelah-sebelahku.
19.	R	:	Kalo sebelahmu pada gak tau semua?
20.	S	:	Ya lewat aja gitu Mba,hehe...
21.	R	:	Berarti kalo ndengerin dialog sama monolog gitu masih susah ya?
22.	S	:	Kalo dialog masih mending sih Mba.
23.	R	:	Kalo Pak Ndaru biasanya ngapain aja di kelas listening?
24.	S	:	Ya ndikte gitu mba, mbacain soal gitu, trus cerita.
25.	R	:	Berarti soal dari LKS ya?
26.	S	:	Iya Mba.
27.	R	:	Kalo pas listening tu yang paling kamu senengin pas kegiatan apa??
28.	S	:	Pas ndengerin lagu Mba.
29.	R	:	Trus kamu pernah dikasih tau Pak ndaru gak tentang podcast gitu, ato Pak ndaru pernah pake podcast gak?
30.	S	:	Yang gimana itu mba?
31.	R	:	Podcast tu rekaman yang udah ada soalnya sama scriptnya, jadi kamu didengerin rekaman sambil pegang handout gitu
32.	S	:	Ooo, belum pernah Mba. Pak Ndaru cuma kasih lagu gitu kok biasanya.
33.	R	:	Ooo, gitu ya. Okedeh, makasih ya udah mau diwawancara.
34.	S	:	Iya Mba. Mba mau ngajar disini ya?
35.	R	:	Iya, saya penelitian disini, dikelas kalian, masih pertengahan bulan tapi.
36.	S	:	Oke mba, good luck ya, hehe...
37.	R	:	Iya, makasih juga.

**Interview 04****01 April 2013****Ruang Tata Usaha (TU)****R: researcher****S: student**

Line	Interview		
1.	R	:	Namanya siapa?
2.	S	:	Anom Bagaskara
3.	R	:	Anom, minta waktunya sebentar ya.
4.	S	:	Iya mba.
5.	R	:	Kamu suka pelajaran Bahasa Inggris gak sih?
6.	S	:	Suka.
7.	R	:	Kenapa?
8.	S	:	Suka aja mba. Soalnya dirumah tontonannya juga film-film berbahasa inggris.
9.	R	:	Ooo, les gak?
10.	S	:	Enggak, Cuma dari nonton TV aja. Dari film gitu.
11.	R	:	Ooo, ya. Trus biasanya kalo dikelas bahasa inggris sama Pak Ndaru ngapain?
12.	S	:	Kadang-kadang listening, trus mbahas kayak vocabulary gitu.
13.	R	:	Enak gak Pak Ndaru ngajarnya?
14.	S	:	Enak Mba.
15.	R	:	Kalo kamu sukanya pas kegiatan apa? Pas materi apa? Apa pas listening di lab ato apa?
16.	S	:	Pas listening di lab Mba.
17.	R	:	Trus kalo bahasa inggris tu ka nada 4 skill ya, listening, speaking, reading sama writing. Nah kamu paling suka yang mana?
18.	S	:	Listening.
19.	R	:	Listening ya. Kenapa?
20.	S	:	Mmm, ya karena sukanya ndengerin lagu bahasa inggris juga, jadi kalo pas ada kata yang gak tau artinya langsung ku cari di kamus gitu.
21.	R	:	Ooo, bagus. Trus kalo yang paling susah itu skill apa?
22.	S	:	Eee, apa ya, kadang-kadang readingnya salah.

23.	R	:	Berarti berkaitan dengan spelling ya?
24.	S	:	Iya Mba.
25.	R	:	Mmm, Pak Ndaru suka nyuruh bawa kamus gak sih?
26.	S	:	Enggak, kadang itu suka ngambil di perpustakaan.
27.	R	:	Trus kalo kesulitan kamu dalam bahasa inggris tu apa?
28.	S	:	Ya spelling itu mba, sama kalo listening misalnya yang ngomong kecepetan gitu, hehe...
29.	R	:	Trus cara kamu ngatasinnya gimana?
30.	S	:	Ya banyak baca gitu, sama praktek ngomong bahasa inggris sama orang tua.
31.	R	:	Brarti kamu gak kesulitan dong kalo denger dialog atau monolog bahasa inggris gitu?
32.	S	:	Ya suka kesulitan kalo ngomongnya kecepetan gitu Mba.
33.	R	:	Kalo kelas listeningnya Pak Ndaru tu ngapain aja?
34.	S	:	Mmm, suruh ngisi lirik lagu yang kosong gitu, trus kalo tuisannya salah ya disalahin, jadi harus bener.
35.	R	:	Trus selain ndengerin lagu ngapain?
36.	S	:	Ya kadang ngerjain yang di LKS itu mba, tapi kebanyakan ndengerin lagu sih.
37.	R	:	Enak dong berarti tiap listening refreshing terus ya, ndengerin lag uterus gitu?
38.	S	:	Iya mba, tapi ya bosan juga sih, hehe...
39.	R	:	Mmm, Pak Ndaru pernah gak ngasih kamu teks gitu, ntah itu recount teks atau naratif, trus kamu ndengerin cerita yang ada di teks itu?
40.	S	:	Iya, pernah mba, trus nanti ngerjain soal yang berkaitan dengan cerita itu to? Pernah, tapi yang ngomong Pak Ndaru, jadi kita ndengerin beliau.
41.	R	:	Ooo, berarti yang dari LKS itu ya? Kalo yang bentuk rekaman belum pernah?
42.	S	:	Iya Mba dari LKS. Gak pernah kalo yang bentuk rekaman gitu.
43.	R	:	Ooo, oke deh, makasih ya waktunya, boleh balik ke kelas.
44.	S	:	Iya mba, sama-sama.

**Interview 05****01 April 2013****Ruang TU****R: researcher****S: student**

Line	Interview		
1.	R	:	Namanya siapa dek?
2.	S	:	Nindya.
3.	R	:	Minta waktu sebentar ya. Nindya suka pelajaran bahasa inggris gak?
4.	S	:	Suka mba.
5.	R	:	Suka ya, kenapa?
6.	S	:	Soalnya dari SD juga udah les bahasa inggris to mba, trus SMP juga les, jadi ya suka aja, udah kebiasaan.
7.	R	:	Brarti udah dari kecil ya? Berarti lancar ni ngomongnya?
8.	S	:	Hehe, ya biasa aja mba.
9.	R	:	Kalau Pak Ndaru biasanya dikelas gitu kegiatannya apa ya?
10.	S	:	Ya biasanya ngerjain soal dari LKS, trus nyari kata-kata yang sulit dari cerita atau teks gitu terus ntar diartiin, sama ndengerin lagu gitu aja mba.
11.	R	:	Enak nggak Pak Ndaru ngajarnya?
12.	S	:	Ya enak sih mba.
13.	R	:	Kalau kamu dikelas bahasa inggris gitu sukanya pas materi apa?
14.	S	:	Pas speaking gitu sih mba, sama reading, tapi kalo pas teksnya sulit dan panjang gitu ya rada gak suka.
15.	R	:	Pusing ya kalo kepanjangan teksnya?
16.	S	:	Iya mba, hehe...
17.	R	:	Trus kalo di bahasa inggris itu kan ada empat skill, speaking, reading, listening sama writing, nah, kamu paling suka yang mana?
18.	S	:	Reading sama writing.
19.	R	:	Kenapa itu?
20.	S	:	Ya soalnya kan suka aja mba baca cerita, jadi bisa banyak dapet pelajaran dari cerita itu, gitu mba. Aku kan juga kadang suka

			nulis cerita gitu mba.
21.	R	:	Nulis cerita dilombain ya? Wah keren, kayak nulis diary gitu juga suka ya?
22.	S	:	Iya mba.
23.	R	:	Trus kalo yang paling susah tu yang mana?
24.	S	:	Mmm, listening mba
25.	R	:	Kenapa kok susah?
26.	S	:	Kadang kurang jelas kata-katanya gitu mba.
27.	R	:	Gak biasa dengerin lagu-lagu bahasa inggris gitu ya?
28.	S	:	Ya suka sih mba, kadang juga suka penasaran gitu kalo ndengerin lagu trus ada yang gak tau artinya, langsung nyari di kamus gitu mba.
29.	R	:	Mmm, kalo di bahasa inggris sendiri kamu ngerasa sulit di bagian mana?
30.	S	:	Vocab mba
31.	R	:	Ooo, kalo dikelas gitu gak suka disuruh bawa kamus ya?
32.	S	:	Boleh bawa kamus sih mba, tapi gak pernah disuruh, biasanya ngambil di perpustakaan.
33.	R	:	Trus biasanya buat ngatasin biar kamu kuat di vocabnya itu kamu ngapain?
34.	S	:	Ya kadang suka bikin catetan sendiri sih mba kalo dapet kata-kata sulit gitu, biar nanti bisa cari artinya.
35.	R	:	Ooo, biar gampang ya. Trus kalo listening di lab gitu Pak Ndaru suka nyuruh ndengerin dialog gitu gak?
36.	S	:	Biasanya sih Pak Ndaru yang mbacain mba. Ada soal listening dari LKS gitu terus Pak Ndaru yang baca soalnya, kita njawab gitu mba.
37.	R	:	Ooo, berarti didikte ya. Trus kalo ndengerin lagu, lagu-lagunya susah gak kata-katanya?
38.	S	:	Ya kadang ada yang susah mba, kalo pas ada yang bahasanya gak ngerti gitu, apasih namanya, kayak bahasa gaulnya sana gitu mungkin ya.
39.	R	:	Ooo, kata-kata slang gitu ya. Selain itu kegiatan di kelas listening

			ngapain?
40.	S	:	Ya kebanyakan gitu aja sih mba.
41.	R	:	Ooo, trus kalo lagu-lagunya itu kebanyakan lagu baru apa lagu lama?
42.	S	:	Ya kadang lagu baru kadang lagu lama mba.
43.	R	:	Kamu pernah denger Pak Ndaru pake podcast gak pas listening?
44.	S	:	Podcast tu apa mba?
45.	R	:	Podcast tu semacam audio yang udah ada teksnya gitu, trus kadang ada soalnya juga.
46.	S	:	Belum pernah mba.
47.	R	:	Belum ya. Yaudah gitu aja dulu, makasih ya. Boleh balik.
48.	S	:	Iya mba.

### Interview 06

01 April 2013

Ruang TU

R: researcher

S: student

Line	Interview		
1.	R	:	Siang dek, namanya siapa?
2.	S	:	Andito.
3.	R	:	Andito suka pelajaran bahasa inggris?
4.	S	:	Suka mba.
5.	R	:	Iya, kenapa?
6.	S	:	Pelajarannya tu kalo sama Pak Ndaru tu gampang diinget.
7.	R	:	Kalo kegiatannya Pak Ndaru dikelas apa aja?
8.	S	:	Kebanyakan teori.
9.	R	:	Teori ya, kalo diskusi gitu sering apa jarang?
10.	S	:	Jarang mba.
11.	R	:	Enak gak Pak Ndaru ngajarnya?
12.	S	:	Enak sih.
13.	R	:	Kalo pas dikelas yang paling kamu senengin materi apa?
14.	S	:	Speaking mba
15.	R	:	Kenapa kok seneng speaking?

16.	S	:	Soalnya kan kita jadi bisa latian gitu mba buat ngomong pake bahasa inggris.
17.	R	:	Ooo, suka nonton film-film luar gitu gak?
18.	S	:	Jarang sih.
19.	R	:	Jarang ya. Dirumah les?
20.	S	:	Iya mba, les privat.
21.	R	:	Kalau yang paling susah tu di antara speaking, listening, reading sama writing tu apa?
22.	S	:	Ya listening mba, soalnya kadang pengucapannya tu kurang jelas, kadang kecepetan atau cara ngomongnya beda sama kita gitu.
23.	R	:	Ooo, itu kalau didengerin rekaman dari native speaker atau orang luar negri gitu ya?
24.	S	:	Iya mba.
25.	R	:	Trus kalo untuk vocab sendiri, sejauh ini kamu rasa kemampuanmu gimana?
26.	S	:	Ya paling susahnya kalo nyari sinonimnya gitu sih
27.	R	:	Trus kalo di lab, Pak Ndaru itu ngapain aja?
28.	S	:	Ya paling ngerjain soal di LKS sama ndenerin lagu gitu mba.
29.	R	:	Itu Pak Ndaru suka kasih handout selain lirik lagu gak?
30.	S	:	Gak pernah Mba.
31.	R	:	Ooo, gak pernah ya. Yaudah, makasih ya waktunya.
32.	S	:	Iya mba.

### Interview 07

01 April 2013

Ruang TU

R: researcher

S: student

Line	Interview		
1.	R	:	Namanya siapa ya?
2.	S	:	Ara Mba.
3.	R	:	Minta waktunya sebentar ya Ara. Ara suka pelajaran bahasa inggris gak?
4.	S	:	Suka mba.

5.	R	:	Suka ya, kenapa?
6.	S	:	Kenapa ya,mmm, ya suka aja sih mba.
7.	R	:	Lha Pak Ndaru kalo dikelas gitu ngapain aja kegiatannya?
8.	S	:	Ya macem-macem mba, kadang nyatet, kadang mbaca, sama ngerjain soal gitu.
9.	R	:	Ooo, kalo menurut Ara, kegiatan yang paling enak pas dikelas bahasa inggris tu ngapain?
10.	S	:	Pas ndengerin lagu mba, tapi kadang suka salah-salah njawabnya.
11.	R	:	Ooo, itu kan pas listening di lab ya?
12.	S	:	Iya ding mba, hehe...
13.	R	:	Iya, kalo yang paling susah tu pas ngapain?
14.	S	:	Ya itu mba, pas ndengerin rekaman, kan kadang ngomongnya cepet, jadi kita gak tau itu ngomong apa, hehe...
15.	R	:	Hehehe...iya ya. Tapi sejauh ini sama Pak Ndaru mbosenin gak?
16.	S	:	Enggak sih mba.
17.	R	:	Trus kalo selain ndengerin lagu, pas listening di lab itu ngapain aja?
18.	S	:	Ya cuma ngerjain LKS mba.
19.	R	:	Gak pernah ndengerin rekaman cerita gitu po?
20.	S	:	Enggak mba, paling kalo ada cerita gitu Pak Ndaru yang ngomong, kita ndengerin sambil jawab soal.
21.	R	:	Ooo, gitu ya, berarti juga gak pernah tau tu yang namanya Podcast?
22.	S	:	Podcast, apa itu mba?
23.	R	:	Ya kayak rekaman cerita ato dialog gitu yang udah ada teksnya.
24.	S	:	Ooo, belum pernah e mba.
25.	R	:	Nanti sama saya kegiatannya itu, banyak ndengerin rekaman, jadi latihan ya mulai dari sekarang. Ndengerin lagu-lagu bahasa inggris.
26.	S	:	Wah, asik kayaknya mba.
27.	R	:	Iya dong, hehehe...
28.	S	:	Gak sabar ni mba.
29.	R	:	Hehe, masih pertengahan bulan kok. Yaudah, segitu dulu.



			Makasih ya waktunya.
30.	S	:	Iya mba, sama-sama.

**Interview 08****19 April 2013****Ruang Guru****R: researcher****ET: English Teacher**

Line	Interview		
1.	R	:	Siang Pak. Ini saya minta waktu untuk wawancara sebentar boleh kan?
2.	ET	:	Oya, silahkan Miss.
3.	R	:	Saya mau Tanya-tanya soal putaran pertama Pak.
4.	ET	:	Oya silahkan.
5.	R	:	Menurut bapak gimana media podcast yang saya gunakan selama 1 cycle dalam 2 pertemuan ini?
6.	ET	:	Ya sejauh ini bagus, anak-anak juga banyak yang aktif miss. Yang tadinya diam juga saya liat ada beberapa yang mulai aktif tunjuk tangan.
7.	R	:	Kalau kekurangannya apa ya Pak?
8.	ET	:	Mmm, hanya soal materi saja sih miss, ini kan kemaren ada beberapa gambar yang kalau dikopi hitam putih jadi kurang jelas, jadi lebih baik diteliti lagi gambarnya, biar missnya tidak capek menjelaskan pada anak-anak
9.	R	:	Ooo, baik Pak.
10.	ET	:	Ya kalau tidak pas ngeprint di grayscale saja jadi biar nanti kalo pas diperbanyak bias sedikit lebih jelas. Kalo diprint warna kan beda nanti hasilnya miss.
11.	R	:	Gitu ya pak. Ya besok saya print grayscale coba ya pak. Hehe..
12.	ET	:	Iya miss.
13.	R	:	Oya pak, menurut bapak, apakah kemampuan vocab anak-anak bertambah dengan adanya aktivitas listening dengan media podcast?
14.	ET	:	Iya, bertambah Miss. Kan banyak vocab baru buat mereka yang

			dari rekaman maupun yang dari soal. Miss juga selalu menanyakan arti setiap kosa kata baru yang mereka gak tau, bagus itu, terus nyuruh mereka nyatet juga biar gak lupa.
15.	R	:	Iya pak, soalnya siswa pesti lupa kalo gak dicatet e, hehe... Kemudian, kalau untuk materinya sendiri bagaimana pak? Apakah cukup menarik?
16.	ET	:	O sangat. Banyak variasinya miss. Saya saja gak kepikiran buat soal ngelingkarin vocab yang ada di rekaman itu waktu liat handoutnya. Bagus miss.
17.	R	:	Hehe, iya ya pak?itu saya juga mengacu di buku mata kuliah sih pak, jadi ya banyak macemnya.
18.	ET	:	Iya. Siswa juga kelihatan lebih antusias kok miss, soalnya materinya menarik. Banyak gambar-gambar juga, jadi bikin siswa seneng. Udah gitu mereka juga dapet cerita baru dari rekaman itu.
19.	R	:	Iya pak. Ada masukan gak pak buat saya?
20.	ET	:	Mmm, oh, ini, pas siswa ada yang ngomong gitu, mungkin missnya sedikit tegas sama yang lain, maksudnya nyuruh diam, biar menghargai temennya yang lagi ngomong.
21.	R	:	Oiya pak, makasih sarannya. Sekian dulu mungkin pak, mnanti kalau mau merepotkan lagi ya saya minta ijin lagi, hehe..
22.	ET	:	Halah miss kayak apa aja, gak merepotkan kok ini. Maklah seneng saya, hehe..

### Interview 09

19 April 2013

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Siang dek Yusuf, saya wawancara sebentar ya?
2.	S	:	Ooo, iya miss boleh.
3.	R	:	Gini, saya mau tanya, gimana selama 2 kali pertemuan sama saya?
4.	S	:	Asik miss.

5.	R	:	Asiknya gimana?
6.	S	:	Ya itu, materinya kan menarik, udah gitu juga soalnya macem-macem, ada gambar-gambarnya lagi, jadi gak bosan kita, hehe...
7.	R	:	Ooo, gitu ya. Trus sejauh ini gimana kemampuan vocabulary kamu setelah listening dengan media podcast?
8.	S	:	Nambah Miss.
9.	R	:	Kenapa bisa bertambah?
10.	S	:	Ya karena soalnya tu banyak yang berhubungan dengan vocab, Miss. Dari rekamannya aja kita udah nambah banyak vocab, Miss.
11.	R	:	Gitu ya. Trus ada kesulitan gak selama saya mengajar?
12.	S	:	Mmm, gak ada sih miss, enak kok pokoknya, hehe...
13.	R	:	Hehe, kalo menurut kamu cara saya ngajar itu mbosenin apa gak?
14.	S	:	Ah, ya enggak miss, orang temen-temen juga pada aktif kok, berarti ya gak mbosenin.
15.	R	:	Lha emang kalo mbosenin reaksi temen-temen gimana?
16.	S	:	Ya kalo bosan dikelas sih biasanya mereka asik sendiri miss gak ada yang merhatiin guru ngomong di depan, malah pada mainan sendiri.
17.	R	:	Ya itu kan kalo dikelas, ini kan saya ngajarnya di lab, hehe...
18.	S	:	Iya sih miss, hehe, ya kan jarang juga kita ke lab, jadi ya pasti seneng lah.
19.	R	:	Iya deh. Trus kamu ada saran gak buat pertemuan berikutnya?
20.	S	:	Mmm, apa ya? Gak ada sih miss, udah enak kok.
21.	R	:	Serius?
22.	S	:	Iya miss.
23.	R	:	Yaudah kalo gitu, makasih ya udah mau ngeluangin waktu. Dah sana pulang.
24.	S	:	Iya miss. Sama-sama.

**Interview 10****19 April 2013****Ruang kelas VIII A****R: researcher****S: student**

Line	Interview		
1.	R	:	Elang, saya wawancara sebentar ya?
2.	S	:	Oh, iya miss bisa, hehe...
3.	R	:	Hehe. Gimana Lang belajar sama saya?
4.	S	:	Asik miss, gak bikin bosan.
5.	R	:	Suka berarti ya belajar pakai media podcast?
6.	S	:	Suka miss.
7.	R	:	Ada peningkatan nggak kemampuan <i>listening</i> kamu?
8.	S	:	Ada miss.
9.	R	:	Bagian mananya yang nambah?
10.	S	:	Ya vocabnya, ya pendengarannya, hehe...
11.	R	:	Oya, kenapa kok bisa meningkat? Kalo materinya gimana?
12.	S	:	Ya itu miss, rekamannya tu enak buat didengerin, ada backsongnya sih, hehe, gambarnya juga banyak, jadi gak bikin bosan. Trus juga kan kita banyak dapet kosa kata baru, jadi ya vocabnya nambah miss.
13.	R	:	Oke deh. Trus ada saran gak buat pertemuan berikutnya?
14.	S	:	Ya dibanyakin lagi aja miss gambarnya, biar lebih seneng, hehe...
15.	R	:	Iya deh nanti saya usahain tambah banyak gambarnya.
16.	S	:	Oke miss.
17.	R	:	Yaudah, makasih ya, gek pulang, hati-hati di jalan, hehe...
18.	S	:	Iya miss, hehe...

**Interview 11****19 April 2013****Ruang kelas VIII A****R: researcher****S: student**

Line	Interview		
1.	R	:	Dek Dias. Minta bantuan lagi nih. Boleh ya wawancara?
2.	S	:	Hehe iya miss.
3.	R	:	Gimana belajar bahasa Inggris bareng saya?
4.	S	:	Ya seneng miss.
5.	R	:	Senengnya kenapa?
6.	S	:	Ya pelajarannya asik aja miss.
7.	R	:	Asik apanya? Materinya atau apanya?
8.	S	:	Ya materinya, ya soal-soalnya, ya pembahasannya, semuanya deh miss.
9.	R	:	Yang bener, hehe... gak bosen ya berarti?
10.	S	:	Enggak miss.
11.	R	:	Ada kesulitan gak selama saya ngajar?
12.	S	:	Ya paling kalo nemu vocab yang susah gitu baru kesulitan miss, kan missnya mbahas artinya kalo udah selesai kita njawab soal, hehe...
13.	R	:	Ya nanti kalo pas ada kata-kata susah saya langsung kasih artinya ya kepotong-potong to rekamannya, hehe...
14.	S	:	Hehehe, iya ya miss.
15.	R	:	Selama belajar bareng saya pakai media podcast itu ada peningkatan nggak kemampuan <i>listening</i> dek Miftah?
16.	S	:	Ada dong miss, saya jadi seneng ndengerin lagu-lagu bahasa inggris juga jadinya.
17.	R	:	Kalau vocabnya ada peningkatan gak?
18.	S	:	Ada miss, kan banyak tu yang di rekamannya.
19.	R	:	Iya. Ada masukan atau kritik buat saya?
20.	S	:	Ya ngajar di sini aja miss jadi partnernya Sir Ndaru.
21.	R	:	Haha, lha kenapa kok suruh jadi partnernya Sir Ndaru?
22.	S	:	Ya asik aja miss. Belajarnya jadi nggak ngebosenin. Nggak cuma

			nulis sama ngerjain soal terus.
23.	R	:	O ya ya ya ya, hehehehe. Ya udah gitu aja wawancara saya. Makasih banyak lo dek.
24.	S	:	Yoi miss.

## Interview 12

19 April 2013

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Siang Sepna, lagi sibuk gak ni?
2.	S	:	Enggak kok miss.
3.	R	:	Saya tanya-tanya sebentar boleh ya?
4.	S	:	Ya miss.
5.	R	:	Kamu selama 2 pertemuan ini sama saya gimana rasanya?
6.	S	:	Seneng miss. Asik gitu belajarnya jadinya.
7.	R	:	Asik gimana?
8.	S	:	Ya miss kan kalo ngajar enak, jadi gampang dimengerti gitu.
9.	R	:	Ooo, gak pernah bosan apa?
10.	S	:	Enggak miss, orang soalnya aja asik, macem-macem, ada gambar-gambar lucunya lagi, jadi ya gak bosan, hehe...
11.	R	:	Iya ya. Trus kamu pernah kesulitan gak selama proses belajar mengajar bareng saya?
12.	S	:	Kesulitannya paling kalo pas gak tau artinya aja miss, jadi suka kira-kira sendiri apa maksud pertanyaan ma jawabannya.
13.	R	:	Ehehehe, gitu ya. Trus rekamannya enak apa susah didenger?
14.	S	:	Enak kok miss, ada backsongnya juga, jadi kayak dibawa suasana gitu kadang.
15.	R	:	Iya ya. Trus kamu ngerasa ada peningkatan gak selama saya ajar <i>listening</i> ?
16.	S	:	Ada miss, ya vocab saya jadi nambah, trus juga saya jadi tertarik buat baca-baca cerita bahasa inggris sambil nyari artinya di kamus.

17.	R	:	Wah, bagus itu.
18.	S	:	Iya miss.
19.	R	:	Iya. Ada masukan gak buat saya?
20.	S	:	Miss ngajar disini aja.
21.	R	:	Hehehe, trus nanti Sir Ndaru gimana?
22.	S	:	Ya ganti-gantian gitu miss.
23.	R	:	Ahahaa, aneh-aneh aja, Ya udah gitu aja wawancara saya. Makasih banyak ya dek.
24.	S	:	Iya miss.

### Interview 13

03 Mei 2013

Ruang TU

R: researcher

ET: English Teacher

Line	Interview		
1.	R	:	Siang pak. Saya tanya-tanya sebentar ya pak.
2.	ET	:	O iya silahkan miss.
3.	R	:	Gini pak, saya mau tanya pendapat bapak mengenai listening dengan media podcast itu bagaimana pak?
4.	ET	:	Ya itu merupakan pengalaman baru ya buat saya. Selama ini kan saya hanya terpaku pada LKS kalau mengajar listening, jadi ya mungkin laen waktu saya bisa menerapkan pembelajaran seperti miss Vero.
5.	R	:	Iya pak, hehe.. kemudian menurut bapak, siswa menyukai kegiatan tersebut atau tidak pak?
6.	ET	:	Kalo itu sudah jelas ya, mereka sangat antusias. Kalo gak ke lab gitu mereka malah tanya, 'kapan ke lab lagi Pak?' gitu
7.	R	:	Ooo, gitu ya pak, hehe... Kalau untuk interaksi antara saya dengan siswa bagaimana pak?
8.	ET	:	Ya bagus sejauh ini, trus juga ada peningkatan dari hari ke hari. Apalagi di dua pertemuan terakhir kemarin siswa sudah jauh lebih terkontrol dari sebelumnya, soalnya ya itu, Miss kasih mereka aturan untuk angkat tangan sebelum menjawab, jadi

			kelasnya gak rame kayak biasanya.
9.	R	:	Kalau menurut bapak siswanya jadi lebih aktif gak pak?
10.	ET	:	Ya kalau saya lihat sih ya ada beberapa yang tadinya pendiam trus jadi aktif, kalo yang memang sudah aktif ya miss juga sudah tau to siapa-siapa anaknya, hehehe...
11.	R	:	Iya pak, hehehe... kemudian, setelah pake media podcast ini apakah ada kemajuan untuk listeningnya pak?
12.	ET	:	Saya rasa ada ya, kemarin juga saya liat mereka nilainya bertambah kok rata-rata. Terus untuk kemampuan vocabulary juga ada peningkatan, saya lihat kemarin waktu ada kosa kata sulit di teks recount itu juga banyak siswa yang memperhatikan.
13.	R	:	Untuk kekurangannya apa saja pak?
14.	ET	:	Mm,, apa ya, ya sepertinya tidak ada ya.
15.	R	:	Masak sih pak? Hehehe..
16.	ET	:	Ya mungkin cuma kurang banyak saja waktunya ya, jadi siswanya belum puas, hehe..
17.	R	:	Wah, bapak bisa saja, hehe... kemudian untuk kesan pesannya pak?
18.	ET	:	Ya sudah cukup baik ya, disatu sisi saya jadi punya pengalaman baru dengan adanya penelitian ini, disatu sisi siswa juga jadi mengalami peningkatan kemampuan, ya kesannya baik begitu ya. Kemudian untuk pesan ya semoga skripsinya cepat selesai, begitu saja miss.
19.	R	:	Wah, terima kasih banyak lho pak, hehehe.. amin. Yasudah pak, sekian dulu wawancaranya. Nanti kalau ada yang perlu ditanyakan atau ada kekurangan ya saya hubungi lagi.
20.	ET	:	Oke, silahkan, sms saja
21.	R	:	Baik pak, terima kasih, saya pamit dulu
22.	ET	:	Iya miss, hati-hati dijalan.



**Interview 14****08 Mei 2013****Ruang TU****R: researcher****S: student**

Line	Interview		
1.	R	:	Halo yusuf, mau tanya-tanya sebentar ya.
2.	S	:	Iya miss.
3.	R	:	Belum lupa kan kemaren belajar sama saya?
4.	S	:	Belum lah miss, baru juga kemaren, hehe...
5.	R	:	Iya, kemaren belajar listening dengan media podcast sama saya tu rasanya gimana?
6.	S	:	Seneng miss. Jelas gitu.
7.	R	:	Trus kemampuan listeningmu gimana setelah empat kali pertemuan ini?
8.	S	:	Ya tambah miss, terutama vocabnya.
9.	R	:	Oya. Trus untuk soal-soalnya bervariasi gak?
10.	S	:	Bervariasi miss, jadi gak bikin bosan.
11.	R	:	Pernah ngalamin kejenuhan gak?
12.	S	:	Enggak miss.
13.	R	:	Hehe, pengen lagi gak?
14.	S	:	Iya miss, pengen lagi.
15.	R	:	Ya minta sama Sir Ndaru aja ya, hehe...
16.	S	:	Iya miss, udah pada minta kok temen-temen, Cuma Sir Ndaru belum ngabulin, hehe...
17.	R	:	Ooo, gitu. Trus kesan-kesannya apa ni?
18.	S	:	Ya missnya ngajar disini aja, soalnya pada seneng e, hehehe...
19.	R	:	Wah, ya saya aja belum lulus kok.
20.	S	:	Ya nanti miss kalo udah lulus.
21.	R	:	Ya nanti ya saya piker-pikir lagi, hehe.. yaudah makasih ya waktunya, boleh balik ke kelas.
22.	S	:	Iya miss, sama-sama. Sering-sering kesini ya miss.
23.	R	:	Ya nanti kalo sempet. Hehe...

**Interview 15****08 Mei 2013****Ruang TU****R: researcher****S: student**

Line	Interview		
1.	R	:	Waktu saya ngajar kemaren masih inget kan dek Arum?
2.	S	:	Masih miss, hehe...
3.	R	:	Iya, soalnya saya mau tanya-tanya ni soal kemaren.
4.	S	:	Oke miss.
5.	R	:	Waktu kamu listening pake media podcast itu apa yg kamu rasain?
6.	S	:	Lebih enak aja miss.
7.	R	:	Enak gimana?
8.	S	:	Ya jadi gampang ngerjainnya. Kalo dari segi teori sih lebih susah dari biasanya, tapi kalo dari segi soal-soalnya sih ya karena menarik jadi rasanya lebih enjoy aja aku.
9.	R	:	Ooo, gitu. Terus kamu ngerasa kemampuan listeningmu meningkat gak?
10.	S	:	Ya lumayan miss.
11.	R	:	Untuk vocabulary?
12.	S	:	Ya nambah miss.
13.	R	:	Pernah ngalamin kejenuhan gak selama kegiatan belajar mengajar sama saya?
14.	S	:	Gak pernah miss, malah setiap mau pelajaran tu pengennya cepet-cepet ke lab.
15.	R	:	Trus kesan-kesannya selama sama saya gimana?
16.	S	:	Ya enak miss, cukup menyenangkan. Kalo pas di kelas kan berisik tu suara dari mana-mana, kalo di lab kan lebih tenang.
17.	R	:	Ooo, iya bener juga ya, hehe... trus ada yang perlu dikomplain gak tentang cara ngajar saya?
18.	S	:	Gak ada sih miss, eh, paling ini aja sih, missnya masih kurang tegas sama temen-temen, jadi kalo lagi ada temen yang jawab soal itu ada beberapa yang gak merhatiin.

19.	R	:	Ooo, iya, oke deh. Makasih ya waktunya. Boleh ke kelas lagi.
20.	S	:	Oke miss, sama-sama. Besok ngajar disini aja miss, hehehe...
21.	R	:	Hehehe, ya besok ya...

### Interview 16

08 Mei 2013

Ruang TU

R: researcher

S: student

Line	Interview		
1.	R	:	Halo Kevin. Lagi ngapain tadi dikelas?
2.	S	:	Lagi ngerjain tugas Miss.
3.	R	:	Ooo, ada tugas dari Sir Ndaru ya?
4.	S	:	Iya.
5.	R	:	Ya, saya mau tanya- tanya sebentar ya sama dek Kevin.
6.	S	:	Iya Miss.
7.	R	:	Kemaren belajar sama saya masih inget kan?
8.	S	:	Masih lah miss, hehe...
9.	R	:	Iya, saya mau tanya ni, kemaren belajar sama saya gimana rasanya?
10.	S	:	Enak miss, jelas.
11.	R	:	Jelas ya. Terus kamu ada peningkatan gak kira-kira?
12.	S	:	Ada miss, di vocab sama pendengaran lah, saya jadi sedikit familiar kalo ndengerin percakapan dalam bahasa inggris.
13.	R	:	Ooo, gitu ya. Mmm, kamu pernah jenuh gak pas belajar pake media podcast?
14.	S	:	Enggak miss, malah saya semangat banget tiap mau ke lab, hehe...
15.	R	:	Wah, serius ni?
16.	S	:	Iya miss. Hehehe...
17.	R	:	Oke deh. Trus saya mau minta kesan-kesan kamu dong selama saya ngajar kemarin.
18.	S	:	Mmm, miss enak ngajarnya, materinya jadi gampang dimengerti, trus juga ngasih soal-soal yang macem-macem, jadi kita gak

			bosen. Gambarnya juga banyak miss, ya walaupun ad beberapa yang dulu itu yang gak keliatan, tapi trus dijelasin sama missnya. Hehe... trus apa lagi ya, mmm, itu aja kayaknya miss.
19.	R	:	Udah, segitu aja? Okedeh.
20.	S	:	Oiya miss, pesen dari temen-temen, miss ngajar disini aja jadi partnernya Sir Ndaru, hehe...
21.	R	:	Waaah, masak guru mata pelajaran pake partner segala, hehehe...
22.	S	:	Ya gak papa miss, biar enak kita, jadi mudeng semua.
23.	R	:	Ya besok ya saya pikirin dulu, hehehe.. yaudah, makasih ya waktunya, sana gek nyelesain tugas, nanti dimarHI Sir Ndaru lho.
24.	S	:	Hehehe, iya miss, sama-sama. Saya balik ke kelas ya.

### Interview 17

08 Mei 2013

Ruang TU

R: researcher

S: student

Line	Interview		
1.	R	:	Eh, halo Ara, ketemu lagi ni.
2.	S	:	Iya miss. Hehe, kangen saya sama missnya.
3.	R	:	Kangen kenapa?
4.	S	:	Ya kangen diajar listening lagi, habis enak e miss ngajarnya.
5.	R	:	Wah, belum diwawancara udah njawab ini, hehe...yaudah, sini duduk, mau tak wawancara sebentar.
6.	S	:	Oke miss.
7.	R	:	Iya, langsung aja ya, tadi kamu bilang saya enak ngajarnya, enaknya dimana?
8.	S	:	Ya enak miss, kelas jadi gak ngebosenin, karena tugas-tugasnya juga banyak dan menarik. Rekamannya juga enak didengerin.
9.	R	:	Gitu ya. Kamu pernah ngalamin kesulitan gak pas belajar bareng saya?
10.	S	:	Enggak miss.
11.	R	:	Trus pernah ngalamin kejenuhan gitu gak?
12.	S	:	Enggak lah miss, eh, paling ya kalo pas habis olahraga gitu sih,

			kan naek ke lantai 2 tu rasanya capek banget, eh, tapi itu capek miss, bukan jenuh, hehe...
13.	R	:	Healah, ehehehe...trus menurut kamu nih, kemampuan listeningmu bertambah gak setelah belajar listening pake media podcast ini?
14.	S	:	Iya miss, saya jadi familiar sama kata-kata bahasa inggris kayak yang di lagu sama di film-film itu.
15.	R	:	Kalo kemampuan vocabnya gimana? Ada peningkatan gak?
16.	S	:	Ada miss, jadi tambah banyak. Kan kalo ada vocab baru yang saya belom tau itu saya langsung tulis miss sama artinya di buku catetan, ehehehe..
17.	R	:	Waah, bagus-bagus. Hehehe.. trus kamu kesannya belajar sana saya pake media podcast gimana?
18.	S	:	Ya seneng miss, asik, pelajaran jadi menarik, gak melulu dengerin lagu, gitu deh.
19.	R	:	Oke deh, makasih ya udah mau diwawancara. Sekarang bisa balik ke kelas.
20.	S	:	Segitu aja miss? Oke deh, besok main-main kesini ya miss.
21.	R	:	Iya deh..hehehe...

### Interview 18

08 Mei 2013

Ruang TU

**R:** researcher

**S:** student

Line	Interview		
1.	R	:	Siang Moerdekhai, masih inget saya kan?
2.	S	:	Masih dong miss, ayo miss, kapan kita listening di lab lagi?
3.	R	:	Hehehe, besok minta Sir Ndaru ya. Moer, saya tanya-tanya sebentar ya?
4.	S	:	Oke miss.
5.	R	:	Moer waktu listening sama saya gimana Moer?
6.	S	:	Asik miss, tapi ya kadang saya takut salah denger gitu miss, jadi pesti deg-degan, hehehe.

7.	R	:	Wah, masak?
8.	S	:	Iya miss.
9.	R	:	Kan itu saya ulang 2 kali to rekamannya, masak masih takut salah denger? Belum cukup apa diulang 2 kali?
10.	S	:	Ya udah cukup sih miss, Cuma pesti deg-degan aja tiap mau ndengerin rekaman trus ngerjain soal, hehehe...
11.	R	:	Aneh-aneh aja kamu, hehehe....trus setelah kamu listening pake podcast kemampuanmu bertambah gak?
12.	S	:	Mmm, ya ada pertambahan sih miss, kayak nambah kosa kata baru gitu, terus juga saya kan jadi sering denger orang ngomong pake bahasa inggris, jadi ya sedikit ngerti gitu lah miss, jadi seneng nonton film berbahasa inggris sekarang saya miss, hehehe..
13.	R	:	Iya kah? Bagus dong, hehehe.. trus soal-soalnya atau materinya mbosenin gak sih menurutmu?
14.	S	:	Enggak miss, banyak macemnya, jadi penasaran saya rekamannya gimana, hehehe..
15.	R	:	Penasaran ya, ehehehe... berarti seneng ya belajar sama saya, gak pernah bosan apa?
16.	S	:	Enggak miss, pengen lagi, hehehe...
17.	R	:	Trus kesan pesannya dong.
18.	S	:	Mmm, apa ya, ya enak aja miss, apa lagi ya, pesannya miss disini aja terus. Hehe...
19.	R	:	Jadi penjaga sekolahan dong saya kalo disini terus, ehehehe..
20.	S	:	Ya maisud saya ngajar disini.
21.	R	:	Wah, ya besok ya saya pikirin lagi, hehehe.. yaudah makasih ya waktunya, boleh ke kelas lagi.
22.	S	:	Oke miss.

**Interview 19****08 Mei 2013****Ruang TU****R: researcher****S: student**

Line	Interview		
1.	R	:	Halo Samuel, apa kabar?
2.	S	:	Baik miss.
3.	R	:	Saya minta waktu sebentar ya.
4.	S	:	Iya miss.
5.	R	:	Kemaren kamu listening pake podcast perasaannya gimana?
6.	S	:	Seneng miss, enak, jadi lebih mudeng sama materinya.
7.	R	:	Ooo, kamu pernah ngalamin kejenuhan gak selama belajar bareng saya?
8.	S	:	Enggak miss.
9.	R	:	Bener ni? Kalo kesulitan gitu, ada gak?
10.	S	:	Iya miss. Ya ada sih beerapa.
11.	R	:	Pas kapan tu?
12.	S	:	Ya kalo saya kurang paham rekamannya gitu miss, suka bingung sendiri, akhirnya tanya temen, ehehehe..
13.	R	:	Wooo, ketauan ya, ehehehe...
14.	S	:	Ya tapi biasanya pas di rekaman kedua terus saya teliti lagi kok miss, ehehe...
15.	R	:	Masak? Iya deh, ehehe... trus kamu ngerasa ada peningkatan gak setelah listening sama saya pake media podcast itu?
16.	S	:	Ada miss, pertama vocab saya nambah, kedua ya saya jadi tambah banyak cerita bahasa inggris.
17.	R	:	Oke deh, hehe..mmm, apa lagi ya, oya, saya minta kesan pesannya dong.
18.	S	:	Mmm, ya selama belajar sama miss vero tu enak, asik, gak mbosenin, trus pesannya semoga miss vero mau ngajar disini, hehehe..
19.	R	:	Waaah, kok semua pesannya gitu ya? Kalian kompakan ya?
20.	S	:	Hahaha, ya dari kemaren itu kita minta Sir Ndaru ke lab tapi

			belum jadi terus e miss.
21.	R	:	Ooo, ya mungkin laen waktu, ehehhe...yaudah, makasih ya waktunya, boleh ke kelas lagi.
22.	S	:	Oke miss, sama-sama.



**3**

# **OBSERVATION SHEET**

### OBSERVATION SHEET

Senin, 15 April 2013

	CRITERIA	YES	NO	COMMENTS
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting.	√		
	3. The teacher asks the students condition and their attendance list.	√		
	4. The teacher gives opening to the students related to the material will be discussed.	√		
	5. Students are active in responding the lead in given by the teacher.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	1. The teacher presents a sample recording to check the audio system.	√		
	2. The students listen the recording.	√		
	3. The teacher asks the difficult words.	√		

	4. The teacher explains and discusses the content of the recording.	√		
	5. The teacher makes the instruction before the students listening the recording.	√		Guru menentukan berapa kali audio diputar
	6. The students listen the recording.	√		
	7. The students answer the assignment.	√		
	8. The teacher helps the student's mistake.	√		
	9. The students identify the script of recording.	√		
	10. The teacher gives chances to the students for asking questions.	√		
	11. The students ask questions.		√	
	12. The teacher checks the students' understanding.	√		
	13. The teacher gives refreshing time to students listening to the song.		√	
	14. The teacher make the instruction before student listening to the song and give them incomplete song script.		√	
	15. The students listening to the song and answer the script.		√	

	16. The teacher ask the students to answer the complete song.		√	
	17. The students offer themselves to be the volunteer.		√	
<b>C</b>	<b>Post-Teaching</b>			
	1. The teacher gives opportunity to the students to ask about the matterial has been given.	√		
	2. The teacher asks the students what material has just been discussed.	√		
	3. The teacher concludes and summarizes the lesson with the students.	√		
	4. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>			
	1. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.	√		
	2. The teacher gives the explanation, examples, and illustration clearly.	√		
	3. The teacher uses teaching media.	√		

	4. The teacher corrects the students' mistakes.	√		
	5. The teacher uses time allocation well.	√		
<b>E</b>	<b>Teacher-students' interaction</b>			
	1. The students feel free to ask, agree, and express their idea.	√		
	2. The teacher can control and manage the class.	√		
	3. The students are encouraged to do their best.	√		
<b>F</b>	<b>Improvement of Students Listening Skills</b>			
	1. Students are motivated to learn and practice their listening skills with the new materials and activities provided by the teacher.	√		

### OBSERVATION SHEET

Rabu, 17 April 2013

	CRITERIA	YES	NO	COMMENTS
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting.	√		
	3. The teacher asks the students condition and their attendance list.	√		
	4. The teacher gives opening to the students related to the material will be discussed.	√		
	5. Students are active in responding the lead in given by the teacher.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	1. The teacher presents a sample recording to check the audio system.	√		
	2. The students listen the recording.	√		

	3. The teacher asks the difficult words.		√	
	4. The teacher explains and discusses the content of the recording.	√		
	5. The teacher make the instruction before the students listening the recording.	√		
	6. The students listen the recording.	√		
	7. The students answer the assignment.	√		
	8. The teacher helps the student's mistake.	√		
	9. The students identify the script of recording.	√		
	10. The teacher gives chances to the students for asking questions.		√	
	11. The students ask questions.		√	
	12. The teacher checks the students' understanding.	√		
	13. The teacher gives refreshing time to students listening to the song.		√	
	14. The teacher make the instruction before student listening to the song and give them incomplete song script.		√	

	15. The students listening to the song and answer the script.		√	
	16. The teacher ask the students to answer the complete song.		√	
	17. The students offer themselves to be the volunteer.		√	
<b>C</b>	<b>Post-Teaching</b>			
	1. The teacher gives the students opportunity to ask about the matter has been given.	√		
	2. The teacher asks the students what material has just been discussed.	√		
	3. The teacher concludes and summarizes the lesson with the students.		√	
	4. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>			
	1. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.		√	
	2. The teacher gives the explanation, examples, and illustration clearly.	√		



	3. The teacher uses teaching media.	√		
	4. The teacher corrects the students' mistakes.	√		
	5. The teacher uses time allocation well.	√		
<b>E</b>	<b>Teacher-students' interaction</b>			
	1. The students feel free to ask, agree, and express their idea.	√		
	2. The teacher can control and manage the class.	√		
	3. The students are encouraged to do their best.	√		
<b>F</b>	<b>Improvement of Students Listening Skills</b>			
	1. Students are motivated to learn and practice their listening skills with the new materials and activities provided by the teacher.	√		

### OBSERVATION SHEET

Senin, 29 April 2013

	CRITERIA	YES	NO	COMMENTS
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting.	√		
	3. The teacher asks the students condition and their attendance list.	√		
	4. The teacher gives opening to the students related to the material will be discussed.	√		
	5. Students are active in responding the lead in given by the teacher.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	1. The teacher presents a sample recording to check the audio system.	√		
	2. The students listen the recording.	√		

	3. The teacher asks the difficult words.	√		
	4. The teacher explains and discusses the content of the recording.	√		
	5. The teacher make the instruction before the students listening the recording.	√		
	6. The students listen the recording.	√		
	7. The students answer the assignment.	√		
	8. The teacher helps the student's mistake.	√		
	9. The students identify the script of recording.	√		
	10. The teacher gives chances to the students for asking questions.	√		
	11. The students ask questions.	√		
	12. The teacher checks the students' understanding.	√		
	13. The teacher gives refreshing time to students listening to the song.	√		
	14. The teacher make the instruction before student listening to the song and give them incomplete song script.	√		

	15. The students listening to the song and answer the script.	√		
	16. The teacher ask the students to answer the complete song.	√		
	17. The students offer themselves to be the volunteer.	√		
<b>C</b>	<b>Post-Teaching</b>			
	1. The teacher gives the students opportunity to ask about the matter has been given.	√		
	2. The teacher asks the students what material has just been discussed.	√		
	3. The teacher concludes and summarizes the lesson with the students.	√		
	4. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>			
	1. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.	√		
	2. The teacher gives the explanation, examples, and illustration clearly.	√		

	3. The teacher uses teaching media.	√		
	4. The teacher corrects the students' mistakes.	√		
	5. The teacher uses time allocation well.	√		
<b>E</b>	<b>Teacher-students' interaction</b>			
	1. The students feel free to ask, agree, and express their idea.	√		
	2. The teacher can control and manage the class.	√		
	3. The students are encouraged to do their best.	√		
<b>F</b>	<b>Improvement of Students Listening Skills</b>			
	1. Students are motivated to learn and practice their listening skills with the new materials and activities provided by the teacher.	√		

### OBSERVATION SHEET

Rabu, 01 Mei 2013

	CRITERIA	YES	NO	COMMENTS
<b>A</b>	<b>Pre-Teaching</b>			
	6. The teacher greets the students.	√		
	7. The students respond to the greeting.	√		
	8. The teacher asks the students condition and their attendance list.	√		
	9. The teacher gives opening to the students related to the material will be discussed.	√		
	10. Students are active in responding the lead in given by the teacher.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	18. The teacher presents a sample recording to check the audio system.	√		
	19. The students listen the recording.	√		

	20. The teacher asks the difficult words.	√		
	21. The teacher explains and discusses the content of the recording.	√		
	22. The teacher make the instruction before the students listening the recording.	√		
	23. The students listen the recording.	√		
	24. The students answer the assignment.	√		
	25. The teacher helps the student's mistake.	√		
	26. The students identify the script of recording.	√		
	27. The teacher gives chances to the students for asking questions.	√		
	28. The students ask questions.	√		
	29. The teacher checks the students' understanding.	√		
	30. The teacher gives refreshing time to students listening to the song.	√		
	31. The teacher make the instruction before student listening to the song and give them incomplete song script.	√		

	32. The students listening to the song and answer the script.	√		
	33. The teacher ask the students to answer the complete song.	√		
	34. The students offer themselves to be the volunteer.	√		
<b>C</b>	<b>Post-Teaching</b>			
	5. The teacher gives the students opportunity to ask about the matter has been given.	√		
	6. The teacher asks the students what material has just been discussed.	√		
	7. The teacher concludes and summarizes the lesson with the students.	√		
	8. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>			
	6. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.	√		
	7. The teacher gives the explanation, examples, and illustration clearly.	√		



	8. The teacher uses teaching media.	√		
	9. The teacher corrects the students' mistakes.	√		
	10. The teacher uses time allocation well.	√		
<b>E</b>	<b>Teacher-students' interaction</b>			
	4. The students feel free to ask, agree, and express their idea.	√		
	5. The teacher can control and manage the class.	√		
	6. The students are encouraged to do their best.	√		
<b>F</b>	<b>Improvement of Students Listening Skills</b>			
	2. Students are motivated to learn and practice their listening skills with the new materials and activities provided by the teacher.	√		

# **4 PRE-TEST & POST-TEST**

**PRE TEST****A. Audio I**

Listen to a part of the story. Check (✓) the correct picture based to the recording.

1. Location of the kingdom



2. The season at the kingdom



3. What people do



4. Destination of the people.



5. What the children did



## B. Audio II

Listen to a part of the story. Answer the questions correctly.

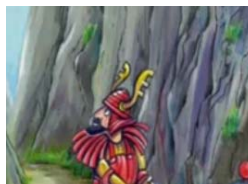
1. Which general was sent to dust and heat?

- The first general.
- The second general
- The third general.
- The fourth general.



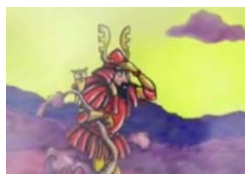
2. Which general was not return?

- The first general.
- The second general
- The third general.
- The fourth general.



3. What did the general find?

- A cold mountain village.
- A cold lake.
- A cold ice cream.
- A cold cave.



## C. Audio III

Listen to a part of the story. Are these statements true or false? Check (✓) the correct answer.

No	Sentences	True	False
1.	A young lady came by and sat next to the general.		
2.	The general said the story that make him went there.		
3.	The woman mentioned the general to follow her to the waterfall.		
4.	There was so much water in the woman place.		

5.	The general loaded the icicle onto his horse-cart.		
----	--	--	--

## D. Audio IV

Listen to a part of the story. Answer the questions correctly.

1. What happened with the icicles?

- It melted like an ice cream.
- It melted into a glass of milk.
- It melted into a small lump of ice.
- It melted by the sun.



2. What did the minister say?

- "This must be a ghost."
- "This must be a water-seed."
- "This must be a waterfall."
- "This must be a wonderful."



## E. Audio V

Listen to the end of the story. Circle the "V2" that you hear based on the recording.

got confused	looked	Placed
Worried	dwindled	Cheated
Slipped	vanished	Dug
Found	wrote	Cried
Created	peeped	Sprouted

## POST TEST

### F. Audio I

Listen to the recording. Check (✓) the correct picture based on the recording.

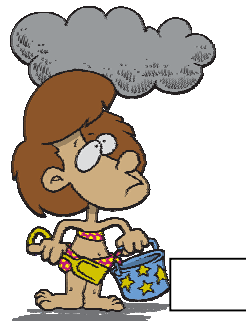
1. The story about



2. The destination



3. The weather

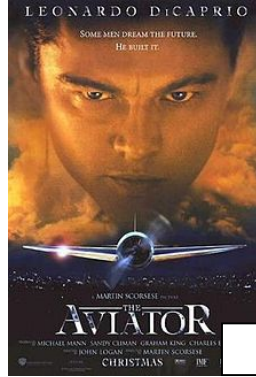


4. Morning activity





5. The movie that he saw.



### G. Audio II

Listen the recording III again. Are these sentences true or false? Check (✓) the correct answer.

No	Sentences	True	False
1.	I spent three weeks for my winter vacation.		
2.	I spent my winter vacation in my hometown which is Daytona Beach, Florida.		
3.	It was sunny every day and the temperature was almost 18 degrees.		
4.	I visited my grandmother and I spent every morning having a cup of coffee and reading the newspaper.		
5.	I saw The Aviator and also an interesting movie called Spanglish		

### H. Audio III

Listen to the recording. Answer the question based on the recording.

1. What time did she wake up?
  - a. She woke up at five a.m.
  - b. She woke up at seven a.m.
  - c. She woke up at eight a.m.
  - d. She woke up at eight p.m.



2. What does the speaker do?

- a. She came to the press center.
- b. She visited different refugee camps to find story.
- c. She found the second hand clothing.
- d. She wrote a story.



3. How often did the writer eat a day?

- a. Only once a day.
- b. Two times a day.
- c. Three times a day.
- d. Sometimes she didn't eat.



4. How long does it take to find fresh food?

- a. About 15 to 20 minutes trip by car.
- b. About 20 to 25 minutes trip by bus.
- c. About 30 to 40 minutes trip by Pedicab.
- d. About 30 to 45 minutes trip by car.



5. Who is the speaker?

- a. A journalist.
- b. An author of a novel.
- c. An artist.
- d. A director.





## I. Audio IV

Listen to the recording. Circle the “V2” that you hear based on the recording.

had	took	talked
wrote	sat	went
organized	arranged	decided
played	drank	looked
sang	shouted	bought



# **5**

## **COURSE GRID**

**IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS IN SMP BOPKRI 1, YOGYAKARTA GRADE VIII,  
CLASS A IN THE ACADEMIC YEAR OF 2012 / 2013**

**COURSE GRID**

**Cycle 1**

**Standard Competency: 8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana**

Basic Competency	Indicators	Materials				Activities
		Topics	Functions	Vocabulary	Key structure	
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar</p> <p>8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>Identify the spellings and the sounds in the records recount monologue.</li> <li>Answer questions relating to the recording properly.</li> </ul>	<p>Unforgettable Experience</p>	<ul style="list-style-type: none"> <li>Asking and giving information.</li> </ul> <p>Examples :</p> <ul style="list-style-type: none"> <li>Who had the experience?</li> <li>David Gaffney had the experience.</li> </ul>	<p>Difficulty words of the story:</p> <p>tidying, flavors, sobbing, nicked, consulting, obviously, graceful, suggested, mild anxiety, viewpoint, tortured, fluttering, wondering, pampered</p>	<ul style="list-style-type: none"> <li><b>WH question:</b> <i>What+ to be (was, were)+object+ ?</i></li> <li><b>Simple past tense:</b> <i>S+ to be (was, were)+ object</i></li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>Who was has the experience?</li> <li>David Gaffney had the experience.</li> </ul>	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>The teacher asks students about their most unforgettable personal experience.</li> <li>Students answer the teacher's questions.</li> <li>Teachers tell students the topic will be taught.</li> <li>The teacher pointed to a few students to share their personal experiences.</li> <li>The teacher asks students about personal experiences include: <ul style="list-style-type: none"> <li>✓ Who has the experience</li> <li>✓ When these experiences occurred</li> <li>✓ Where they occur</li> <li>✓ What are some accomplishments</li> <li>✓ How perpetrator impression</li> </ul> </li> </ol>

<i>sekitar dalam teks berbentuk narrative dan recount</i>						<p><b>Practice</b></p> <p>6. Students listen to the recording carefully</p> <p>7. Students are asked to analyze the recording based on the following points:</p> <ul style="list-style-type: none"> <li>✓ Who has the experience</li> <li>✓ When these experiences occurred</li> <li>✓ Where they occur</li> <li>✓ What are some accomplishments</li> <li>✓ How perpetrator impression</li> </ul> <p><b>Production</b></p> <p>8. Students listen to recordings of the same recount monologue then fill the given problem correctly</p> <p>9. Some students answer the questions given correctly.</p>
8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>• Identify the sounds and spellings in narrative monologue.</li> <li>• Complementing the text monologue based on</li> </ul>	Fiction Story	<p>Asking and giving information.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Who is the main character of the story?</li> <li>• The main character of the story is Goldilocks and</li> </ul>	Difficulty words in the story: Golden, knocked, porridge, tired broke upstairs downstairs	<ul style="list-style-type: none"> <li>• <b>WH question:</b> <i>What+ to be (was, were)+object+?</i></li> <li>• <b>Simple past tense:</b> <i>S+ to be (was, were)+ object</i></li> </ul> <p>Examples :</p>	<p><b>Presentation</b></p> <p>1. The teacher asks the students about the fairy tales that most appeals to them.</p> <p>2. Students answer the teacher's questions.</p> <p>3. Teachers tell students the topic will be taught.</p> <p>4. The teacher asks the students replied with a story that is known students include:</p> <p>1) The characters in the story</p>

<p>8.2. <i>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount</i></p>	<p>recordings.</p> <ul style="list-style-type: none"> <li>• Rewrite the difficult vocabulary in the recording.</li> </ul>		<p>Three Bears.</p>		<ul style="list-style-type: none"> <li>• Where was the story happen?</li> <li>• The story was happened in the forest.</li> </ul>	<p>2) The scene of the story 3) Problem in the story 4) Solutions and the end of the story</p> <p><b>Practice</b></p> <p>5. Students listen to a recording about a story 6. The teacher asks the students to listen to a story correctly. 7. The teacher asks the students answered include: 1) The characters in the story 2) The scene of the story 3) Problem in the story 4) Solutions and the end of the story 8. Students listen again the same record, then the students are asked to write difficulty words contained in the story. 9. Student interpret difficulty words that can be explored with the spelling and pronunciation.</p> <p><b>Production</b></p> <p>10. Students listen to a recording of the recount monologue then filling in the blanks with the correct 11. Some students read the script that has been answered with the correct pronunciation.</p>
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## Cycle 2

Basic Competency	Indicators	Materials				Activities
		Topics	Functions	Vocabulary	Key structure	
<p>8. <i>Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar</i></p> <p>8.2. <i>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount</i></p>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>Identify sounds and spellings in monologue and dialogue recount.</li> <li>Answer questions relating to the recording properly.</li> </ul>	Holiday	<p>Asking and giving information.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>When did the story happen?</li> <li>The story happened at summer.</li> </ul>	<p>Difficulty words of the story:</p> <p>Amusement, fireworks, waterslide pools</p>	<p>• <b>WH question:</b> <i>What+ to be (was, were)+object+?</i></p> <p><b>Simple past tense:</b> <i>S+ to be (was, were)+ object</i></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>When was the story happen?</li> <li>The story was happened at summer.</li> </ul>	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>The teacher asks students about their most memorable holiday</li> <li>Students answer the teacher's questions.</li> <li>Teachers tell students the topic will be taught.</li> <li>The teacher asks the students about the most memorable holiday experience.</li> <li>The teacher pointed to one of the students to share the experience of their vacation.</li> <li>The teacher asks the students about the holiday experience include: <ul style="list-style-type: none"> <li>✓ Who has the experience</li> <li>✓ When these experiences occurred</li> <li>✓ Where they occur</li> <li>✓ What are some accomplishments</li> <li>✓ How perpetrator impression</li> </ul> </li> </ol> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>Students listen to a recording while answering</li> </ol>

						<p>questions given by the teacher.</p> <p>8. Students are called at random to answer a given question.</p> <p>9. Students are asked to analyze the dialogue in the recording based on the following points:</p> <ul style="list-style-type: none"> <li>✓ Who has the experience</li> <li>✓ When these experiences occurred</li> <li>✓ Where they occur</li> <li>✓ What are some accomplishments</li> <li>✓ How perpetrator impression</li> </ul> <p><b>Production</b></p> <p>10. Students listen to recordings of recount dialogues then fill the given problem correctly</p> <p>11. Some students answer the questions given correctly.</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>• Identify spellings and sounds in narrative monologue.</li> <li>• Answer the questions based on the recording.</li> </ul>	<p>Fiction Story</p>	<ul style="list-style-type: none"> <li>• Asking and giving information.</li> </ul> <p>Examples :</p> <ul style="list-style-type: none"> <li>• Who is the main character of the story?</li> <li>• The main</li> </ul>	<p>Difficulty words in the story:</p> <p>Argument, settled, briskly, plodding, undisputed, overconfident</p>	<ul style="list-style-type: none"> <li>• <b>WH question:</b> <i>What+ to be (was, were)+object+?</i></li> <li>• <b>Simple past tense:</b> <i>S+ to be</i></li> </ul>	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. The teacher asks the students about the fiction story that most appeals to them.</li> <li>2. Students answer the teacher's questions.</li> <li>3. Teachers tell students the topic will be taught.</li> </ol>

<p>dengan lingkungan sekitar</p> <p>8.2. <i>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount</i></p>			<p>character of the story is Rabbit and Turtle.</p>	<p>, granted, formatted, consistently, realized, riverbank</p>	<p>(was, were)+ <i>object</i></p> <p>Examples :</p> <ul style="list-style-type: none"> <li>• Who is the main character of the story?</li> <li>• The main character of the story is Rabbit and Turtle.</li> </ul>	<p>4. The teacher asks the students replied with a story that is known students include:</p> <ol style="list-style-type: none"> <li>1) The characters in the story</li> <li>2) Problem in the story</li> <li>3) The moral of the story</li> </ol> <p><b>Practice</b></p> <p>5. Students listen to a recording about a story</p> <p>6. The teacher asks the students to listen to a story correctly.</p> <p>7. Students answer some questions given.</p> <p><b>Production</b></p> <p>8. Students listen to recordings recount monologue while filling the given problem correctly.</p> <p>9. Some students read the questions that have been answered with the correct pronunciation.</p>
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# **6**

## **LESSON PLANS**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: SMP Bopkri 1 Yogyakarta
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas /Semester</b>	: VIII/ 2
<b>Tahun Pelajaran</b>	: 2012/2013
<b>Jenis Teks</b>	: <i>Recount</i>
<b>Tema</b>	: <i>Unforgettable Experience</i>
<b>Aspek</b>	: Mendengarkan
<b>Alokasi Waktu</b>	: 2 x 40 menit

### Standar Kompetensi :

#### ➤ Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar

### Kompetensi Dasar :

- 8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

### Indikator :

1. Siswa dapat merespon berbagai informasi yang terdapat dalam rekaman monolog *recount*.
2. Siswa dapat mengidentifikasi berbagai informasi dalam rekaman monolog *recount*.

### A. Tujuan Pembelajaran

#### Mendengarkan

Pada akhir pelajaran siswa dapat :

1. Mengidentifikasi berbagai informasi dalam rekaman monolog *recount*.
2. Menjawab pertanyaan yang berkaitan dengan rekaman dengan benar.

### B. Materi Pembelajaran

- Rekaman monolog *recount*.
- Soal yang berkaitan dengan rekaman.

### C. Teknik Pembelajaran

PPP (presentation, practice, production)

**D. Langkah-Langkah Kegiatan**

No	Kegiatan Belajar	Karakter	Waktu
1.	<b>Kegiatan Pendahuluan</b> <b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Guru Mengabsen murid.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Religius</li> <li>- Disiplin</li> </ul>	5 menit
2.	<b>Kegiatan Inti</b> <b>a. Presentation</b> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa tentang pengalaman pribadi mereka yang paling tak terlupakan.</li> <li>▪ Siswa menjawab pertanyaan yang diberikan guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan di ajarkan.</li> <li>▪ Guru menunjuk beberapa siswa untuk menceritakan pengalaman pribadinya.</li> <li>▪ Guru bertanya kepada siswa tentang pengalaman pribadi meliputi:               <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang dilakukannya</li> <li>✓ Bagaimana kesan pelaku</li> </ul> </li> </ul> <b>b. Practice</b> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan rekaman dengan cermat (<b>App 1</b>)</li> <li>▪ Siswa diminta menjawab soal dengan benar.</li> <li>▪ Siswa mendengarkan kembali rekaman dengan cermat.</li> <li>▪ Siswa diminta memilih gambar yang tepat yang terdapat dalam rekaman.</li> <li>▪ Siswa diminta menganalisa rekaman berdasarkan poin berikut:               <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	65 menit

	<ul style="list-style-type: none"> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang dilakukannya</li> <li>✓ Bagaimana kesan pelaku</li> </ul> <p><b>c. Production</b></p> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan rekaman dialog <i>recount</i> yang berbeda kemudian mengisi soal yang diberikan dengan benar (<b>App 2 dan 3</b>)</li> <li>▪ Beberapa siswa menjawab soal yang diberikan dengan benar.</li> </ul>		
<b>3.</b>	<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi kesempatan siswa untuk bertanya.</li> <li>▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ Guru meminta siswa untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ Guru menutup kegiatan belajar mengajar.</li> </ul>	<ul style="list-style-type: none"> <li>- Berpikir logis, kritis, kreatif, dan inovatif</li> <li>- Religius</li> <li>- Kerja sama</li> </ul>	10 menit

### E. Sumber Belajar

1. Buku teks yang relevan.
2. Rekaman dan script cerita.
3. Media: Komputer, Headset, Hand out, Students worksheet, White board and Board Marker.

### F. Penilaian

Setiap jawaban yang sempurna diberi skor 1.

Jumlah skor maksimal keseluruhan 24.

Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Mengetahui,

Guru Pembimbing

Daru Kurniawan, S.Pd.

Yogyakarta,..... April 2013

Mahasiswa

Veronica Mustika Heni Permatasari

NIM. 08202244050

## APPENDIX

1. Listen to the story. Check (✓) the best picture based on the recording.

- 1) Single or married.



- 2) Small or large wedding.



- 3) A few or many people.



4) Indoor or outdoor party.



5) The weather when the wedding day.



2. Listen to the story. Are these statements true or false? Check (✓) the correct answer.



No	Sentences	True	False
1.	I was 14 years old when I had my first boyfriend.		
2.	Kate's boyfriend name is Milley.		
3.	Kate's boyfriend was at the same school with her.		
4.	Kate and her ex-boyfriend met by mutual friend.		
5.	They were hangout in the library.		
6.	Kate and her ex-boyfriend were hate watch band.		
7.	Kate's parents did not like her ex-boyfriend.		

8.	They broke when Kate had her 17 <sup>th</sup> years old.		
9.	Kate and her ex-boyfriend becomes an enemy.		
10.	Kate never saw her ex-boyfriend.		

3. Listen the recording again. Circle the verbs that you hear based on the recording.

have	had	having
meet	met	meeting
know	knew	knowing
go	went	Gone
watch	watched	watching
use	used	Using
finish	finished	finishing
keep	kept	keeping
rent	rented	renting
live	lived	Living

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: SMP Bopkri 1 Yogyakarta
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas /Semester</b>	: VIII/ 2
<b>Tahun Pelajaran</b>	: 2012/2013
<b>Jenis Teks</b>	: <i>Narrative</i>
<b>Topic</b>	: <i>Fiction Story</i>
<b>Aspek</b>	: Mendengarkan
<b>Alokasi Waktu</b>	: 2 x 40 menit

### Standar Kompetensi :

#### ➤ Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar

### Kompetensi Dasar :

- 8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

### Indikator :

3. Siswa dapat merespon berbagai informasi (*Wh+H questions*) yang terdapat dalam rekaman monolog *narrative*.
4. Siswa dapat mengidentifikasi berbagai informasi (*Wh+H questions*) dalam rekaman monolog *narrative*.

### A. Tujuan Pembelajaran

#### Mendengarkan

Pada akhir pelajaran siswa dapat :

1. Mengidentifikasi berbagai informasi (*Wh+H questions*) dalam rekaman monolog *narrative*.
2. Menjawab soal monolog berdasarkan rekaman.

### B. Materi Pembelajaran

- Rekaman monolog *narrative*.
- Script soal.

### C. Teknik Pembelajaran

PPP (presentation, practice, production)



**D. Langkah-Langkah Kegiatan**

No	Kegiatan Belajar	Karakter	Waktu
1.	<b>Kegiatan Pendahuluan</b> <b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Berdoa sebelum memulai pelajaran.</li> <li>▪ Guru Mengabsen murid.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Religius</li> <li>- Disiplin</li> </ul>	5 menit
2.	<b>Kegiatan Inti</b> <b>c. Presentation</b> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa tentang dongeng yang paling menarik bagi mereka.</li> <li>▪ Siswa menjawab pertanyaan yang diberikan guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan diajarkan.</li> <li>▪ Guru bertanya jawab dengan siswa mengenai salah satu cerita yang dikenal siswa meliputi:               <ul style="list-style-type: none"> <li>5) Tokoh dalam cerita tersebut</li> <li>6) Tempat kejadian cerita tersebut</li> <li>7) Problem dalam cerita</li> <li>8) Solusi dan akhir cerita tersebut</li> </ul> </li> </ul> <b>d. Practice</b> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan rekaman mengenai sebuah cerita yang didengarkan secara sepenggal-sepenggal dengan durasi masing-masing <math>\pm 1</math> menit</li> <li>▪ Guru meminta siswa mendengarkan dengan baik cerita tersebut.</li> <li>▪ Setiap <math>\pm 1</math> menit cerita didengarkan, guru bertanya jawab kepada siswa meliputi:               <ul style="list-style-type: none"> <li>5) Tokoh dalam cerita tersebut</li> <li>6) Tempat kejadian cerita tersebut</li> <li>7) Problem dalam cerita</li> <li>8) Solusi dan akhir cerita tersebut</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	65 menit

	<ul style="list-style-type: none"> <li>▪ Siswa mendengarkan lagi rekaman yang sama secara sepenggal- sepenggal, kemudian siswa menjawab soal yang diberikan dengan benar. <b>(App 1)</b></li> <li>▪ Siswa diminta menjawab soal dengan tepat.</li> </ul> <p><b>c. Production</b></p> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan sebagian rekaman monolog <i>narrative</i> sambil mengisi soal yang diberikan. <b>(App 2)</b></li> <li>▪ Siswa menjawab soal yang diberikan dengan benar.</li> <li>▪ Siswa mendengarkan akhir rekaman monolog monolog <i>narrative</i> sambil mengisi soal yang diberikan <b>(App 3)</b></li> <li>▪ Siswa menjawab soal yang diberikan dengan benar.</li> </ul>		
<b>3.</b>	<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi kesempatan siswa untuk bertanya.</li> <li>▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ Guru menutup kegiatan belajar mengajar.</li> </ul>	<ul style="list-style-type: none"> <li>- Berpikir logis, kritis, kreatif, dan inovatif</li> <li>- Religius</li> <li>- Kerja sama</li> </ul>	10 menit

#### E. Sumber Belajar

4. Buku teks yang relevan.
5. Rekaman dan script cerita.
6. Media: Komputer, Headset, Hand out, Students worksheet, White board and Board Marker.

#### F. Penilaian

Setiap jawaban yang sempurna diberi skor 1.

Jumlah skor maksimal keseluruhan 20.

Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Mengetahui,

Yogyakarta, 15 April 2013

Guru Pembimbing

Mahasiswa

Daru Kurniawan, S.Pd.

Veronica Mustika Heni Permatasari

NIM. 08202244050

## APPENDIX

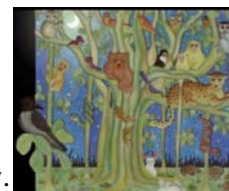
### 1. The Four Friends



Listen the recording. Circle the correct answer after you hear the recording.

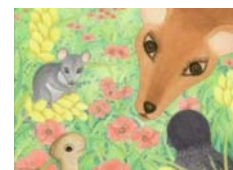
#### • Audio I

- 1) a. Far from any **town**, there was a forest....  
b. Far from any **gown**, there was a forest....
- 2) a. ....in which all the animal and birds **leave** together peacefully.  
b. ....in which all the animal and birds **live** together peacefully.
- 3) a. The forest was home **to** four inseparable friends.  
b. The forest was home **too** four inseparable friends.



#### • Audio II

- 4) a. Every evening they met to **discuss** the events of the day.  
b. Every evening they met to **discussed** the events of the day.



- 5) a. Is there anything we **can** do to escape?  
 b. Is there anything we **can't** do to escape?
- 6) a. The crow **cry** out.  
 b. The crow **cried** out.

- Audio III

- 7) a. A flock of doves **goat** trapped in a hunter's net.....  
 b. A flock of doves **got** trapped in a hunter's net.....
- 8) a. ....the doves picked up the net in the **beaks** and flew into the sky.  
 b. ....the doves picked up the net in the **beats** and flew into the sky.
- 9) a. Straight to **hour** friend the mouse!  
 b. Straight to **our** friend the mouse!



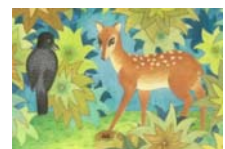
- Audio IV

- 10) a. ....while the three friends **started** nibbling on the fruits....  
 b. .... while the three friends **start** nibbling on the fruits....
- 11) a. They chatted **late** into the night, still waiting for the deer return.  
 b. They chatted **lake** into the night, still waiting for the deer return.



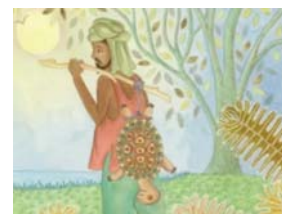
- Audio V

- 12) a. At dawn, while the others **call** out to the deer,  
 the crow flew in every direction looking for her.  
 b. At dawn, while the others **called** out to the deer,  
 the crow flew in every direction looking for her.
- 13) a. We'll **think** of something.  
 b. We'll **thing** of something.



- Audio VI

- 14) a. Mouse, **hop** quickly on the crow's back.  
 b. Mouse, **hog** quickly on the crow's back.



15) a. ....the mouse **bit** through the net.

b. ....the mouse **beat** through the net.

16) a. Why did you come **here**?

b. Why did you come **hear**?

17) a. The hunter **pick** him up and tied him to a stick.

b. The hunter **picked** him up and tied him to a stick.

- Audio VII

18) a. Suddenly, the deer leaped up and ran to the pond near the **path**.

b. Suddenly, the deer leaped up and ran to the pond near the **past**.

19) a. ....the mouse quickly cut the cords and **release** the tortoise.

b. ....the mouse quickly cut the cords and **releases** the tortoise.



- Audio VIII

20) a. He had **never** seen an animal come back to life.

b. He had **ever** seen an animal come back to life.



2. Audio I

a. Listen the part of the story. Answer the questions correctly.

1) What is the color of Goldilocks' hair?

a. Green.

c. Purple.

b. Golden.

d. Brown.

2) What did Goldilocks find?

a. Horse.

c. House.

b. Hunter.

d. Hell.

3) What happened with the third chair?

a. It was broke.

c. It was big.

b. It was dark.

d. It was long.

4) Why did Goldilocks go to the upstairs?

a. Because she has done.

c. Because she felt tired.

- b. Because she felt hungry. d. Because she felt thirsty.
- b. Listen the part of the story again. Arrange the picture from the first based on the recording.



### 3. Audio II

- I. Listen the continuation of the story. Answer the questions correctly.

- 1) Who were the owner of the house?
  - a. The three deer. c. The three bears.
  - b. The three liars. d. The three beggars.
- 2) What did Daddy Bear say firstly?
  - a. Someone's eating my porridge.
  - b. Someone's eat my porridge.
  - c. Someone's been eating my portal.
  - d. Someone's been eating my porridge
- 3) Who was sleep in Baby Bear's bed?
  - a. Daddy Bear. c. All of them.
  - b. Goldilocks. d. Mummy Bear.
- 4) What is the moral value of the story?
  - a. You must sleep in your own bed.

- b. You can eat many kinds of food in the forest.
- c. You are not allowed to enter people's houses at random.
- d. You must run away into the forest.

II. Listen the continuation of the story again. Arrange the picture from the first based on the recording.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: SMP Bopkri 1 Yogyakarta
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas /Semester</b>	: VIII/ 2
<b>Tahun Pelajaran</b>	: 2012/2013
<b>Jenis Teks</b>	: <i>Recount</i>
<b>Tema</b>	: <i>Holiday</i>
<b>Aspek</b>	: Mendengarkan
<b>Alokasi Waktu</b>	: 2 x 40 menit

### Standar Kompetensi :

#### ➤ Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar

### Kompetensi Dasar :

- 8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

### Indikator :

5. Siswa dapat merespon berbagai informasi yang terdapat dalam rekaman monolog dan dialog *recount*.
6. Siswa dapat mengidentifikasi berbagai informasi dalam rekaman monolog dan dialog *recount*.

### A. Tujuan Pembelajaran

#### Mendengarkan

Pada akhir pelajaran siswa dapat :

1. Mengidentifikasi berbagai informasi dalam rekaman monolog dan dialog *recount*.
2. Menjawab pertanyaan yang berkaitan dengan rekaman dengan benar.

### B. Materi Pembelajaran

- Rekaman monolog dan dialog *recount*.
- Soal yang berkaitan dengan rekaman.

### C. Teknik Pembelajaran

PPP (presentation, practice, production)



**D. Langkah-Langkah Kegiatan**

No	Kegiatan Belajar	Karakter	Waktu
1.	<b>Kegiatan Pendahuluan</b> <b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Berdoa sebelum memulai pelajaran.</li> <li>▪ Guru Mengabsen murid.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Religius</li> <li>- Disiplin</li> </ul>	5 menit
2.	<b>Kegiatan Inti</b> <b>e. Presentation</b> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa tentang liburan mereka yang paling berkesan</li> <li>▪ Siswa menjawab pertanyaan yang diberikan guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan di ajarkan.</li> <li>▪ Guru menanyakan kepada siswa tentang pengalaman liburan yang paling berkesan.</li> <li>▪ Guru menunjuk salah satu siswa untuk menceritakan pengalaman liburannya.</li> <li>▪ Guru bertanya kepada siswa tentang pengalaman liburan meliputi:               <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang dilakukannya</li> <li>✓ Bagaimana kesan pelaku</li> </ul> </li> </ul> <b>f. Practice</b> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan rekaman sambil menjawab soal yang diberikan oleh guru. (<b>App 1</b>)</li> <li>▪ Siswa dipanggil secara acak untuk menjawab soal yang diberikan.</li> <li>▪ Siswa diminta menganalisa dialog dalam rekaman berdasarkan poin berikut:               <ul style="list-style-type: none"> <li>✓ Siapa yang memiliki pengalaman tersebut</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	65 menit

	<ul style="list-style-type: none"> <li>✓ Kapan pengalaman tersebut terjadi</li> <li>✓ Dimana pengalaman tersebut terjadi</li> <li>✓ Apa sajakah yang dilakukannya</li> <li>✓ Bagaimana kesan pelaku</li> </ul> <p><b>c. Production</b></p> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan rekaman dialog <i>recount</i> kemudian mengisi soal yang diberikan dengan benar (<b>App 2 dan 3</b>)</li> <li>▪ Beberapa siswa menjawab soal yang diberikan dengan benar.</li> </ul>		
<b>3.</b>	<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi kesempatan siswa untuk bertanya.</li> <li>▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ Guru meminta siswa untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ Guru menutup kegiatan belajar mengajar.</li> </ul>	<ul style="list-style-type: none"> <li>- Berpikir logis, kritis, kreatif, dan inovatif</li> <li>- Religius</li> <li>- Kerja sama</li> </ul>	10 menit

### E. Sumber Belajar

7. Buku teks yang relevan.
8. Rekaman dan script cerita.
9. Media: Komputer, Headset, Hand out, Students worksheet, White board and Board Marker.

### F. Penilaian

Setiap jawaban yang sempurna diberi skor 1.

Jumlah skor maksimal keseluruhan 10.

Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Mengetahui,

Yogyakarta,..... April 2013

Guru Pembimbing

Mahasiswa

Daru Kurniawan, S.Pd.

Veronica Mustika Heni Permatasari

NIM. 08202244050

**APPENDIX**

1. Listen to the dialogue. Are these statements true or false? Check (✓) the correct answer.

No	Sentences	True	False
1.	Bill hasn't really done much yet on his winter holiday.		
2.	Bill went to the beach last weekend.		
3.	Bill hope never go to the beach again.		
4.	Robert is going to have a barbecue for the rest of the summer.		
5.	Bill is going to see the fireworks at the park next Saturday.		
6.	Robert has dinner plans with some friends at the end of the August.		
7.	Robert and Bill are going to see the fireworks together.		
8.	Bill is thinking of going to waterslide pools next Sunday.		

2. Listen to the dialogue. Connect the word in the left with the best description on the right.

1. Lake Tahoe

a. The interviewer.

2. February
  3. Ashley
  4. August
  5. Jessica
  - b. Month that Ashley's grandparent met after they get separated.
  - c. Who has the summer story.
  - d. The place where Ashley's mom grew up.
  - e. Month that Ashley's grandparents got engaged.
7. Listen the dialogue again. Check (✓) the correct picture based on the recording.

1. Wedding or birthday party



2. 15<sup>th</sup> or 50<sup>th</sup> anniversary



3. Celebrate in the lake or hotel



## 4. Water land activity



## 5. Engaged-married or married-divorce



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : SMP Bopkri 1 Yogyakarta  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas /Semester** : VIII/ 2  
**Tahun Pelajaran** : 2012/2013  
**Jenis Teks** : *Narrative*  
**Topic** : *Fiction Story*  
**Aspek** : Mendengarkan  
**Alokasi Waktu** : 2 x 40 menit

### Standar Kompetensi :

#### ➤ Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar

### Kompetensi Dasar :

- 8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

### Indikator :

8. Siswa dapat merespon berbagai informasi (*Wh+H Questions*) yang terdapat dalam rekaman monolog *narrative*.  
 9. Siswa dapat mengidentifikasi berbagai informasi (*Wh+H Questions*) dalam rekaman monolog *narrative*.

### A. Tujuan Pembelajaran

#### Mendengarkan

Pada akhir pelajaran siswa dapat :

1. Mengidentifikasi berbagai informasi (*Wh+H Questions*) dalam rekaman monolog *narrative*.
2. Menjawab soal berdasarkan rekaman.

### B. Materi Pembelajaran

- Rekaman monolog *narrative*.
- Script soal.

### C. Teknik Pembelajaran

PPP (presentation, practice, production)

### D. Langkah-Langkah Kegiatan

No	Kegiatan Belajar	Karakter	Waktu
----	------------------	----------	-------

1.	<b>Kegiatan Pendahuluan</b> <b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Berdoa sebelum memulai pelajaran.</li> <li>▪ Guru Mengabsen murid.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Religius</li> <li>- Disiplin</li> </ul>	5 menit
2.	<b>Kegiatan Inti</b> <b>g. Presentation</b> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa tentang dongeng yang paling menarik bagi mereka.</li> <li>▪ Siswa menjawab pertanyaan yang diberikan guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan di ajarkan.</li> <li>▪ Guru bertanya jawab dengan siswa mengenai salah satu cerita yang dikenal siswa meliputi:               <ul style="list-style-type: none"> <li>9) Tokoh dalam cerita tersebut</li> <li>10) Problem dalam cerita</li> <li>11) Pesan moral dalam cerita tersebut</li> </ul> </li> </ul> <b>h. Practice</b> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan rekaman mengenai sebuah cerita secara sepenggal- sepenggal dengan durasi <math>\pm 1</math> menit. (<b>App 1</b>)</li> <li>▪ Guru meminta siswa mendengarkan dengan baik cerita tersebut.</li> <li>▪ Siswa dipanggil secara acak untuk menjawab beberapa pertanyaan yang diberikan.</li> <li>▪ Siswa mendengarkan cerita lagi sambil menyusun gambar sesuai urutan cerita dan memilih benar atau salah pada suatu pernyataan. (<b>App 2</b>)</li> <li>▪</li> </ul> <b>c. Production</b> <ul style="list-style-type: none"> <li>▪ Siswa mendengarkan sebagian rekaman monolog <i>narrative</i> sambil mengisi soal yang diberikan dengan benar. (<b>App 3 dan 4</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	65 menit

	<ul style="list-style-type: none"> <li>Beberapa siswa membaca soal yang sudah dijawab dengan <i>pronunciation</i> yang benar.</li> </ul>		
3.	<b>Kegiatan Penutup</b> <ul style="list-style-type: none"> <li>Guru memberi kesempatan siswa untuk bertanya.</li> <li>Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>Guru menutup kegiatan belajar mengajar.</li> </ul>	-Berpikir logis, kritis, kreatif, dan inovatif -Religius -Kerja sama	10 menit

#### E. Sumber Belajar

10. Buku teks yang relevan.
11. Rekaman dan script cerita.
12. Media: Komputer, Headset, Hand out, Students worksheet, White board and Board Marker.

#### F. Penilaian

Setiap jawaban yang sempurna diberi skor 1.

Jumlah skor maksimal keseluruhan 15.

Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Mengetahui,

Guru Pembimbing

Yogyakarta,..... April 2013

Mahasiswa

Daru Kurniawan, S.Pd.

Veronica Mustika Heni Permatasari

NIM. 08202244050

#### APPENDIX





## 1. Appendix 1

## a. Audio I

Listen to the recording. Answer the questions correctly.

1. Who had an argument about who was faster?
  - a. A turtle and a snake.
  - b. A deer and a rabbit.
  - c. A snake and a mouse.
  - d. A turtle and a rabbit.
2. Did the turtle agree on the route?
  - i. Yes, they did.
  - ii. No, he didn't.
  - c. Yes, he did.
  - d. No, they didn't.
3. How did rabbit run?
  - a. He shot ahead and ran briskly.
  - b. He matched turtle steps.
  - c. He shot ahead and ran slowly.
  - d. He walked slowly.
4. What did rabbit do while he waiting for the turtle?
  - a. He climbed the tree and fell asleep.
  - b. He sat under the tree and fell asleep.
  - c. He sat under the tree and looked for the turtle.
  - d. He slept at the tree.
5. Who won the race?
  - a. The mouse.
  - b. The deer.
  - c. The rabbit.
  - d. The turtle.

## b. Audio II

Listen the recording. Are these statements true or false? Check (✓) the correct answer.

No	Sentences	True	False
1.	The turtle was disappointed at losing the race.		
2.	The rabbit thought why he lost the race.		

3.	The rabbit challenged the turtle to another race.		
4.	The turtle didn't agree with the rabbit.		
5.	The rabbit won by several miles.		

## 10. Appendix 2

## a. Audio III

Listen to the recording. Arrange the picture into the correct story based on the recording.



## b. Audio IV

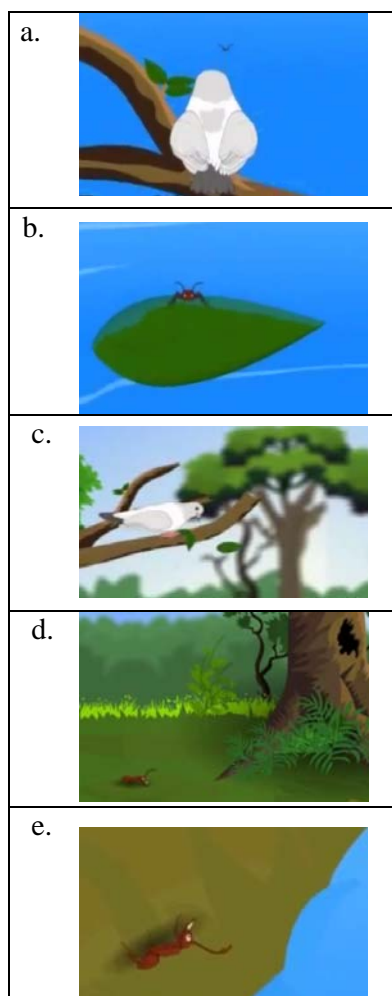
Listen to the recording. Are these statements true or false? Check (✓) the correct answer.

No	Sentences	True	False
1.	The turtle and the rabbit became the enemy.		
2.	The turtle and the rabbit decided to do the last race again.		
3.	They was across the riverbank.		
4.	The rabbit swam across with the turtle on his back.		
5.	The turtle carried the rabbit and they reached the finishing line together.		

## 11. Appendix 3 (Audio I)

Listen to the part of the story. Match the sentence with the correct picture based on the story.

- |   |
|---|
| 1. An ant was busy collecting food on the banks of the river. |
| 2. Suddenly, the ant slipped and it fell into the stream.     |
| 3. A dove sitting on a tree saw the ant drowning.             |
| 4. The dove plucked a leaf and threw it down into the stream. |
| 5. The ant climbed onto it and floated in safety to the bank. |



## 6. Appendix 4 (Audio II)

Listen the continuation of the story. Circle the Regular Verb (Verb 2) that you hear from recording.

- |          |             |         |               |
|----------|-------------|---------|---------------|
| missed   | <u>used</u> | saved   | Passed        |
| slipped  | Stopped     | melted  | Tempted       |
| scurried | Counted     | moved   | <u>killed</u> |
| joined   | Missed      | packed  | Plucked       |
| climbed  | Filled      | floated | Talked        |

**7**

**STUDENTS' SCORE**

## Lembar Penilaian Pre Test

Keterangan: B: Benar

NO	NAMA	SKOR					NILAI (B/25)100
		Audio 1	Audio 2	Audio 3	Audio 4	Audio 5	
1.	Arina Pramudita	4	2	4	1	4	60
2.	Ayu Sari Haniningrum	4	2	4	2	5	68
3.	Dania Sulihjati	5	1	3	2	4	60
4.	Fedora Jacinda Gunawan	5	2	4	2	6	76
5.	Glagah Arum Narwastu	4	1	4	2	4	60
6.	Gradiksa Agriardan	5	2	4	2	7	80
7.	Ida Bagus Anom Indra Bagaskara	5	3	5	2	7	88
8.	Irene Aningtyas Wardani	5	1	5	2	8	84
9.	Kintania Pramesti Widyandari	5	2	3	2	3	60
10.	Lidwina Vallery Rimanovita	5	2	4	2	3	64
11.	Merry Anggia Arisantauli Pitaomas R.	5	2	3	2	5	68
12.	Mordekhai	5	2	3	2	4	64
13.	Nehemia Nosa Widiasmoro	5	3	3	2	4	68
14.	Nidyasari Nara Iswari	5	3	4	2	8	88
15.	Prastya Nandang Wibawa	4	2	2	2	8	64
16.	Samuel Bagaskara	5	3	3	2	7	80
17.	Sepna Bawi	4	2	2	2	5	60
18.	Setyaningtyas Trinovitasari	5	1	3	1	5	60
19.	Theresia Okviana Rukmini	5	2	4	2	2	60
20.	Triana Martha Wardanny	5	2	4	2	8	84
21.	Valentinus Andito Mahendra Wijasena	5	2	4	2	3	64
22.	Yolanda Ika Pradita	5	2	4	2	4	72
23.	Yosaphat Kevin Herdaru Kusuma	5	2	4	2	5	76
24.	Yosua Agung Wicaksono Yunanto	5	2	4	2	4	72
25.	Yusuf Putera Utama	5	3	5	2	4	76
26.	Ararya Abigail	5	3	3	2	5	72
27.	Prasasti Astra Gumilang	3	3	4	2	5	68
TOTAL							1896
NILAI RATA-RATA							70.22

## Lembar Penilaian Pertemuan 1

Keterangan: App: Appendix

NO	NAMA	SKOR			TOTAL App 2 dan App 3	NILAI (B/24)10
		App 1	App 2	App 3		
1.	Arina Pramudita	5	8	9	17	7
2.	Ayu Sari Haniningrum	4	7	7	14	5.8
3.	Dania Sulihjati	5	7	4	11	4.6
4.	Fedora Jacinda Gunawan	5	8	4	12	5
5.	Glagah Arum Narwastu	5	6	5	11	4.6
6.	Gradiksa Agriardan	5	10	7	17	7
7.	Ida Bagus Anom Indra Bagaskara	5	10	7	17	7
8.	Irene Aningtyas Wardani	5	9	6	15	6.3
9.	Kintania Pramesti Widyandari	4	8	10	18	7.5
10.	Lidwina Vallery Rimanovita	5	8	9	17	7
11.	Merry Anggia Arisantauli Pitaomas R.	5	10	9	19	7.9
12.	Mordekhai	5	8	7	15	6.3
13.	Nehemia Nosa Widiasmoro	5	7	6	13	5.4
14.	Nidyasari Nara Iswari	4	6	6	12	5
15.	Prastya Nandang Wibawa	3	6	4	10	4
16.	Samuel Bagaskara	5	9	7	16	6.6
17.	Sepna Bawi	4	4	6	10	4
18.	Setyaningtyas Trinovitasari	5	6	7	13	5.4
19.	Theresia Okviana Rukmini	4	5	5	10	4
20.	Triana Martha Wardanny	4	7	6	13	5.4
21.	Valentinus Andito Mahendra Wijasena	4	8	7	15	6.3
22.	Yolanda Ika Pradita	4	8	6	14	5.8
23.	Yosaphat Kevin Herdaru Kusuma	4	5	7	12	5
24.	Yosua Agung Wicaksono Yunanto	4	5	9	14	5.8
25.	Yusuf Putera Utama	5	8	8	16	6.6
26.	Ararya Abigail	5	8	8	16	6.6
27.	Prasasti Astra Gumilang	4	9	8	17	7
TOTAL						158.9
NILAI RATA-RATA						5.8

## Lembar Penilaian Pertemuan 2

NO	NAMA	SKOR			TOTAL App 2 dan App 3	NILAI (B/20)10
		App 1	App 2	App 3		
1.	Arina Pramudita	16	9	9	18	9
2.	Ayu Sari Haniningrum	17	7	7	14	7
3.	Dania Sulihjati	16	5	7	12	6
4.	Fedora Jacinda Gunawan	17	5	7	12	6
5.	Glagah Arum Narwastu	15	7	7	14	7
6.	Gradiksa Agriardan	18	8	9	17	8.5
7.	Ida Bagus Anom Indra Bagaskara	18	8	10	18	9
8.	Irene Aningtyas Wardani	18	8	10	18	9
9.	Kintania Pramesti Widyandari	19	9	10	19	9.5
10.	Lidwina Vallery Rimanovita	20	8	9	17	8.5
11.	Merry Anggia Arisantauli Pitaomas R.	20	7	9	16	8
12.	Mordekhai	16	9	10	19	9.5
13.	Nehemia Nosa Widiasmoro	16	10	10	20	10
14.	Nidyasari Nara Iswari	17	7	10	17	8.5
15.	Prastya Nandang Wibawa	16	5	7	12	6
16.	Samuel Bagaskara	16	10	10	20	10
17.	Sepna Bawi	15	7	7	14	7
18.	Setyaningtyas Trinovitasari	15	7	7	14	7
19.	Theresia Okviana Rukmini	14	9	8	17	8.5
20.	Triana Martha Wardanny	15	9	7	16	8
21.	Valentinus Andito Mahendra Wijasena	17	10	10	20	10
22.	Yolanda Ika Pradita	14	4	9	13	6.5
23.	Yosaphat Kevin Herdaru Kusuma	18	6	6	12	6
24.	Yosua Agung Wicaksono Yunanto	16	7	10	17	8.5
25.	Yusuf Putera Utama	16	7	10	17	8.5
26.	Ararya Abigail	20	8	10	18	9
27.	Prasasti Astra Gumilang	16	6	8	14	7
TOTAL						217.5
NILAI RATA-RATA						8.1

## Lembar Penilaian Pertemuan 3

NO	NAMA	SKOR			TOTAL App 2 dan App 3	NILAI (B/10)10
		App 1	App 2	App 3		
1.	Arina Pramudita	5	5	3	8	8
2.	Ayu Sari Haniningrum	5	4	4	8	8
3.	Dania Sulihjati	4	5	4	9	9
4.	Fedora Jacinda Gunawan	5	3	4	7	7
5.	Glagah Arum Narwastu	6	3	5	8	8
6.	Gradiksa Agriardan	6	5	5	10	10
7.	Ida Bagus Anom Indra Bagaskara	6	5	5	10	10
8.	Irene Aningtyas Wardani	7	5	5	10	10
9.	Kintania Pramesti Widyandari	5	5	5	10	10
10.	Lidwina Vallery Rimanovita	5	5	3	8	8
11.	Merry Anggia Arisantauli Pitaomas R.	5	5	3	8	8
12.	Mordekhai	5	5	4	9	9
13.	Nehemia Nosa Widiasmoro	7	4	4	8	8
14.	Nidyasari Nara Iswari	7	5	3	8	8
15.	Prastya Nandang Wibawa	5	5	5	10	10
16.	Samuel Bagaskara	6	5	4	9	9
17.	Sepna Bawi	7	4	4	8	8
18.	Setyaningtyas Trinovitasari	5	3	4	7	7
19.	Theresia Okviana Rukmini	7	3	4	7	7
20.	Triana Martha Wardanny	6	3	5	8	8
21.	Valentinus Andito Mahendra Wijasena	7	3	5	8	8
22.	Yolanda Ika Pradita	6	3	4	7	7
23.	Yosaphat Kevin Herdaru Kusuma	7	5	5	10	10
24.	Yosua Agung Wicaksono Yunanto	-	-	-	-	-
25.	Yusuf Putera Utama	5	5	4	9	9
26.	Ararya Abigail	6	4	5	9	9
27.	Prasasti Astra Gumilang	6	3	5	8	8
TOTAL						221
NILAI RATA-RATA						8.5



## Lembar Penilaian Pertemuan 4

NO	NAMA	SKOR				TOTAL App 3 dan App 4	NILAI (B/15)10
		App 1	App 2	App 3	App 4		
1.	Arina Pramudita	8	7	5	7	12	8
2.	Ayu Sari Haniningrum	-	-	-	-	-	-
3.	Dania Sulihjati	7	6	3	7	10	6.6
4.	Fedora Jacinda Gunawan	6	6	5	7	12	8
5.	Glagah Arum Narwastu	9	6	3	7	10	6.6
6.	Gradiksa Agriardan	10	7	5	9	14	9.3
7.	Ida Bagus Anom Indra Bagaskara	10	10	5	9	14	9.3
8.	Irene Aningtyas Wardani	10	7	5	8	13	8.6
9.	Kintania Pramesti Widyandari	9	9	5	9	14	9.3
10.	Lidwina Vallery Rimanovita	10	7	5	8	13	8.6
11.	Merry Anggia Arisantauli Pitaomas R.	10	7	5	9	14	9.3
12.	Mordekhai	10	8	5	7	12	8
13.	Nehemia Nosa Widiasmoro	10	9	3	9	12	8
14.	Nidyasari Nara Iswari	10	7	3	6	9	6
15.	Prastya Nandang Wibawa	7	6	3	9	12	8
16.	Samuel Bagaskara	10	7	5	6	11	7.3
17.	Sepna Bawi	7	6	5	8	13	8.6
18.	Setyaningtyas Trinovitasari	9	6	5	6	11	7.3
19.	Theresia Okviana Rukmini	8	7	5	8	13	8.6
20.	Triana Martha Wardanny	8	7	5	7	12	8
21.	Valentinus Andito Mahendra Wijasena	8	6	5	7	12	8
22.	Yolanda Ika Pradita	9	6	5	8	13	8.6
23.	Yosaphat Kevin Herdaru Kusuma	9	6	5	9	14	9.3
24.	Yosua Agung Wicaksono Yunanto	9	6	5	10	15	10
25.	Yusuf Putera Utama	9	6	5	8	13	8.6
26.	Ararya Abigail	10	7	3	9	12	8
27.	Prasasti Astra Gumilang	8	7	3	9	12	8
TOTAL							198
NILAI RATA-RATA							7.6

## Lembar Penilaian Post Test

NO	NAMA	SKOR				NILAI (B/25)100
		Audio 1	Audio 2	Audio 3	Audio 4	
1.	Arina Pramudita	5	3	4	7	76
2.	Ayu Sari Haniningrum	4	4	3	7	72
3.	Dania Sulihjati	4	3	4	6	68
4.	Fedora Jacinda Gunawan	4	4	3	8	76
5.	Glagah Arum Narwastu	5	4	3	6	72
6.	Gradiksa Agriardan	5	4	5	8	88
7.	Ida Bagus Anom Indra Bagaskara	5	5	4	9	92
8.	Irene Aningtyas Wardani	4	5	5	6	80
9.	Kintania Pramesti Widyandari	4	4	4	5	68
10.	Lidwina Vallery Rimanovita	5	3	4	6	72
11.	Merry Anggia Arisantauli Pitaomas R.	4	4	4	7	76
12.	Mordekhai	5	3	4	8	80
13.	Nehemia Nosa Widiasmoro	5	4	4	8	84
14.	Nidyasari Nara Iswari	5	3	4	6	68
15.	Prastya Nandang Wibawa	4	4	3	7	72
16.	Samuel Bagaskara	4	4	5	7	80
17.	Sepna Bawi	4	5	3	7	76
18.	Setyaningtyas Trinovitasari	4	4	4	5	68
19.	Theresia Okviana Rukmini	3	5	4	6	72
20.	Triana Martha Wardanny	4	4	3	7	72
21.	Valentinus Andito Mahendra Wijasena	5	5	4	8	88
22.	Yolanda Ika Pradita	5	4	4	7	80
23.	Yosaphat Kevin Herdaru Kusuma	5	4	4	6	76
24.	Yosua Agung Wicaksono Yunanto	4	5	3	7	76
25.	Yusuf Putera Utama	5	3	4	7	76
26.	Ararya Abigail	5	4	4	8	84
27.	Prasasti Astra Gumilang	4	5	4	6	76
TOTAL						2068
NILAI RATA-RATA						<b>76.59</b>

# 8

## ATTENDANCE LIST

DAFTAR HADIR SISWA KELAS VIII A SMP BOPKRI 1 YOGYAKARTA  
SEMESTER II / TAHUN AJARAN 2012/2013

NO.	NAMA SISWA	APRIL				MEI	
		17	19	24	26	1	3
1	Arina Pramudita	-	-	-	-	-	-
2	Ayu Sari Haniningrum	-	-	-	-	i	-
3	Dania Sulihjati	-	-	-	-	-	-
4	Fedora Jacinda Gunawan	-	-	-	-	-	-
5	Glagah Arum Narwastu	-	-	-	-	-	-
6	Gradiksa Agriardan	-	-	-	-	-	-
7	Ida Bagus Anom Indra Bagaskara	-	-	-	-	-	-
8	Irene Aningtyas Wardani	-	-	-	-	-	-
9	Kintania Pramesti Widyandari	-	-	-	-	-	-
10	Lidwina Vallery Rimanovita	-	-	-	-	-	-
11	Merry Anggia Arisantauli Pitaomas R.	-	-	-	-	-	-
12	Mordekhai	-	-	-	-	-	-
13	Nehemia Nosa Widiasmoro	-	-	-	-	-	-
14	Nidyasari Nara Iswari	-	-	-	-	-	-
15	Prastya Nandang Wibawa	-	-	-	-	-	-
16	Samuel Bagaskara	-	-	-	-	-	-
17	Sepna Bawi	-	-	-	-	-	-
18	Setyaningtyas Trinovitasari	-	-	-	-	-	-
19	Theresia Okviana Rukmini	-	-	-	-	-	-
20	Triana Martha Wardanny	-	-	-	-	-	-
21	Valentinus Andito Mahendra Wijasena	-	-	-	-	-	-
22	Yolanda Ika Pradita	-	-	-	-	-	-
23	Yosaphat Kevin Herdaru Kusuma	-	-	-	-	-	-
24	Yosua Agung Wicaksono Yunanto	-	-	-	i	-	-
25	Yusuf Putera Utama	-	-	-	-	-	-
26	Ararya Abigail	-	-	-	-	-	-
27	Prasasti Astra Gumilang	-	-	-	-	-	-

# 9

# PHOTOGRAPHS

**Picture 1**

The researcher was giving explanations of the the assignment by using the microphone contain on the headset.

**Picture 2**

The researcher was having discussions with the students about the assignments.

**Picture 3**

The researcher was turning on the recording to the students.

**Picture 4**

The students were listening the recording.

**Picture 5**

The students were having discussion with their friends before answering the questions.

**Picture 6**

The teacher were asking the students some questions related to the topic.



# **10**

## **PERMIT LETTERS**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0312c/UN.34.12/DT/III/2013  
Lampiran : -  
Hal : Permohonan Izin Observasi

27 Maret 2013

Kepada Yth.  
Kepala SMP BOPKRI I Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Improving Students' Listening Skills through Podcast in SMP BOPKRI I Yogyakarta Grade VIIIA in the Academic Year of 2012/2013*

Mahasiswa dimaksud adalah :

Nama : VERONICA MUSTIKA HENI PERMATASARI  
NIM : 08202244050  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : 1 April 2013  
Lokasi Observasi : SMP BOPKRI I Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0349h/UN.34.12/DT/IV/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

8 April 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta  
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Improving Students' Listening Skills through Podcast in SMP BOPKRI I Yogyakarta Grade VIII in the Academic Year of 2012/2013*

Mahasiswa dimaksud adalah :

Nama : VERONICA MUSTIKA HENI PERMATASARI  
NIM : 08202244050  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : April – Juni 2013  
Lokasi Penelitian : SMP BOPKRI I Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001



## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682  
 EMAIL : perizinan@jogjakota.go.id EMAIL INTRANET : perizinan@intra.jogjakota.go.id

## SURAT IZIN

NOMOR : 070/1015  
 0002/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
 Nomor : 070/3033/V/4/2013 Tanggal : 09/04/2013
- Mengingat :
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
  2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
  3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
  4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
  5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : VERONIKA MUSTIKA H.P NO MHS / NIM : 08202244050  
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
 Alamat : Kampus Karangmalang, Yogyakarta  
 Penanggungjawab : Dr. Agus Widyantoro, M.Pd.  
 Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING STUDENT'S LISTENING SKILLS THROUGH PODCAST IN SMP BOPKRI 1, YOGYAKARTA GRADE VIII A IN THE ACADEMIC YEAR OF 2012/2013

Lokasi/Responden : Kota Yogyakarta  
 Waktu : 09/04/2013 Sampai 09/07/2013  
 Lampiran : Proposal dan Daftar Pertanyaan  
 Dengan Ketentuan :

1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
 Pemegang Izin  
  
 VERONIKA MUSTIKA H.P

## Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)  
 2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY  
 3. Ka. Dinas Pendidikan Kota Yogyakarta







**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/3033/V/4/2013

Membaca Surat : Kasubbag Pendidikan FBS Nomor : 0349/UN.34.12/DT/IV/2013  
Tanggal : 08 April 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : VERONICA MUSTIKA HENI PERMATASARI NIP/NIM : 08202244050  
Alamat : Karangmalang Yogyakarta  
Judul : IMPROVING STUDENTS LISTENING SKILLS THROUGH PODCAST IN SMP BOPKRI I  
YOGYAKARTA GRADE VIII IN THE ACADEMIC YEAR OF 2012/2013  
Lokasi : - Kota/Kab. KOTA YOGYAKARTA  
Waktu : 09 April 2013 s/d 09 Juni 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 09 April 2013  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan

Hendar Susilowati, SH  
NIP. 19580120198503 2 003